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ABSTRACT

The 1981 Project Leadership-Service Conference, focusing on serving the community as the training ground for leadership, was conducted for 53 Indianapolis seniors who arrived in early August for 4 days preparatory training and 137 Indianapolis inner city sixth graders who arrived in mid-August. Ten teachers from the sixth graders' schools participated in a separate teacher seminar. Pretests and posttests, open-ended questionnaires, and informal observations were principal techniques used to gather data for assessing the conference. Findings from three key questions were: seniors registered highly significant gains on the Social and Personal Responsibility Scale (indicating a more responsible attitude toward others) and the Janis-Field Scale (a test of self-esteem in social situations); 99% of sixth graders' responses summarized the camp positively; and seniors (97%) indicated they would recommend the conference to friends who were juniors. Suggestiions for improvements among seniors included allowing more individual time, and among teachers and sixth graders concern was focused on the schedule for the nature study day. The camp had a significant effect on the vast majority of participants in their attitude toward themselves, others, and serving others in their community. Appendices include conference schedule, evaluation instruments, and tables of questionnaire responses. (ERB)

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ED215809

AN EVALUATION REPORT
OF THE
PROJECT LEADERSHIP-SERVICE
CONFERENCE

August 2-15, 1981

Camp Miniwanca, Michigan

Submitted by

Victor A. Smith, Ed.D.

Indiana Department of Public Instruction

RC 013309

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Evaluation Summary
Project Leadership Service 1981

The evaluation of the PLS summer conference at Camp Miniwanca attempted to answer several questions of interest to project personnel. Pretests and posttests, open-ended questionnaires, and informal observations were the principal techniques used to gather data. Summaries of the findings related to three key questions are as follows:

1) Does the conference motivate high school students to serve their community?

At the end of the camp, the seniors registered a highly significant gain ($p<.001$) on the Social and Personal Responsiblity Scale (SPRS), indicating a more responsible attitude toward others in society. Attitude measures on Being Active In Your Community improved slightly, but the gain was not significant. Twenty-five (of the forty-nine responding) volunteered comments indicating a desire to help others and serve the community. Sample comments: "Helped me to understand that giving yourself to others is the best gift a person can receive." "Made me want to get involved in other groups helping young people." "Made me wish I could do more for my community and others." While the seniors in PLS focused on working with sixth graders, clearly this experience transferred to a general interest in serving others.

2) Does the conference affect attitudes about self and about working with others?

The seniors showed highly significant gains by the end of camp ($p<.001$) on the Janis-Field Scale, a test of self esteem in social situations. Additional scales on personal efficacy and group efficacy showed increases, but the gains were not significant. On the post-questionnaire, 44 of 52 seniors (85%) agreed with the statement, "I know more about myself and my abilities as a result of camp." The sixth grade questionnaire revealed a significant gain ($p<.05$) on the item, "I like to meet people who are different from me." While this statistical evidence indicates encouraging improvement in attitudes, it is the open-ended comments that convey the deep impact of the camp experience. When asked "if the camp has helped you become a better person," forty-five seniors (of fifty responding) replied yes, adding such comments as: "I am more confident of my abilities." "I feel this camp has made me better understand and value myself and realize the influences I can have on people. It has erased all of my prejudice." While sixth graders wrote fewer comments and had more spelling problems, they also volunteered statements indicative of attitude change toward self and others: "I think this is a good camp it helps you to learn more things that you do not no." "The camp taught me a lot about working with friends and groups." "I have changed so much."

3). Is the conference perceived as a time of fun and growth by participants?

Sixth graders generally summarized the camp in one word: fun. When asked if they would tell friends to come to this camp, 93% said yes, and when asked why, 57% volunteered the word "fun." When asked what one word describes Miniwanca, 36% said "fun," 13% said "great," 10% said "beautiful," 30% used other positive words (e.g. happy, exciting, fantastic), while only 1% expressed anything negative. One comment, eloquent in its own way, seemed to capture the dominant feeling of the sixth graders: "We was all family."

Seniors expressed a similar enthusiasm for the Miniwanca experience. When asked if they would recommend this conference to friends in the junior class, 48 of 51 responding said yes, adding such comments as: "I would tell them it is a lot of work, but you grow a great deal from it." "Yes definitely. It was an experience which cannot be attained anywhere else." "Yes, my brother will get all the encouragement I can give because the camp inspires a growth that everyone needs."

Conclusion

Suggestions for improvements from both participants and staff are included at the end of the report. Among seniors, the major suggestion is to allow more individual time. Among teachers and sixth graders, concerns focused on the schedule for the nature study day. While many valid suggestions for improvement were collected in the course of the evaluation, this summary has focused on the broader questions of the camp's impact. It is clear from both the questionnaire data and the open-ended responses that the camp had a significant effect on the vast majority of participants in their attitude toward themselves, toward others, and toward serving others in their community.

TABLE OF CONTENTS

	Page
Evaluation Summary	i
Chapter One: Introduction and Program Description	1
Background	1
Participants	3
The Formal Curriculum	4
The Informal Curriculum	5
Follow-Up Plans	6
Chapter Two: Evaluation Design	7
Purpose	7
Formative Evaluation	7
Summative Evaluation	8
Chapter Three: Evaluations Findings	10
QUESTION 1: Does the conference motivate high school students to serve their community?	10
QUESTION 2: Does the conference communicate the connection between service and leadership?	18
QUESTION 3: Does the conference affect attitudes about self and about working with others?	21
QUESTION 4: Does the conference affect attitudes of sixth graders toward reading or toward outdoor activities?	31
QUESTION 5: Is the conference perceived as a time of fun and growth by participating sixth graders and seniors?	39
QUESTION 6: Does the conference improve or expand the skills of participating teachers?	42
QUESTION 7: Is the conference meeting the expectations of participating sixth graders, seniors, teachers, and staff?	43
Chapter Four: Conclusions and Recommendations	52
Conclusions	52
Recommendations	56
References	
Appendix A: Conference Schedule	
Appendix B: Evaluation Instruments	

LIST OF TABLES

		Page
Table 1	Social and Personal Responsibility Scale	16
Table 2	Being Active in the Community	17
Table 3	Impact of Camp Related to Community Service	17
Table 4	Authoritarian-Democratic Attitudes	20
Table 5	Self Esteem among Seniors	27
Table 6	Efficacy among Seniors	28
Table 7	Sixth Grader Attitudes toward Others	28
Table 8	Impact of Camp on Self Concept and Attitudes toward Others	29
Table 9	Sixth Grader Attitudes toward Reading	35
Table 10	Sixth Grader Attitudes toward Outdoor Activities	36
Table 11	Sixth Grader Responses to Camp Experiences	37
Table 12	Sixth Grader Responses to Discovered Topics	38
Table 13	Pages Read in Sneaker Man as Reported by Sixth Graders	38
Table 14	Senior Responses to Conference Components	49
Table 15	General Senior Responses	50
Table 16	Senior Opinions - Questionnaire Seven	51

Chapter 1

Introduction and Program Description

The purposes of this evaluation report are twofold: to provide a description and to assess the effects of the Project Leadership-Service (PLS) conference held at Camp Miniwanca, August 2-15, 1981. Describing on paper the rich variety of activities and experiences in the conference is no easy task. Fortunately, a film has been prepared which describes the PLS conference in a medium more suitable to the nuances of feelings and thoughts which participants experienced at Miniwanca. Within the limitations of mere words, Chapter 1 of this report will provide a general background about PLS and will describe the activities the participants experienced. Chapter 2 will review the techniques used to gather information on the effects of the conference. Chapter 3 will describe the findings of the evaluation efforts. Finally, Chapter 4 will summarize the conclusions and recommendations which resulted from this study of the conference.

Background

Much has been heard in recent years about the need for leadership. Often the discussion progresses no further than hand wringing, leaving fuzzy impressions about the need for heroes, for strong wills, and for stoic resolve. Project Leadership-Service has approached the complex topic of leadership training with a simple theme: leadership and service are inextricably linked. Leaders emerge from those who serve; community service is the training ground for leadership.

This view of leadership has served as the basis for high school leadership programs since 1978, first in the National Leadership Conference (NLC), and later in its sister project, Project Leadership-Service. The National Leadership Conference (NLC), described by Conrad (1980, 1981), has operated as a leadership program for senior groups from several cities for four years. Project Leadership-Service, now three years old, grew out of NLC with one major variation: Indianapolis seniors serve as leaders for sixth graders from inner city schools in Indianapolis. In the 1981 conference, described in this report, 53 seniors arrived in early August for four days of training in preparation for the arrival of 137 sixth graders. "Working with my kids" was the pervasive thought in the camp, both in preparation and after arrival. It was an arrangement of learning leadership by leading young people, and understanding service by serving young people.

Teachers from the sixth-grader's schools were also invited, not as staff but as participants in a separate teacher seminar. Their program merged with the senior and sixth grade activities at several points.

A resource staff was employed to train and supervise seniors and sixth graders and to lead the teacher seminar. In addition, for the first time in 1981, a group of former NLC participants was employed as service staff. Due to their small number, the service staff members were pressed into becoming models of unflinching service in carrying out their kitchen, clean-up and adventure program duties.

The conference began with a six-hour bus trip from Indianapolis to Camp Miniwanca on the shore of Lake Michigan, near Shelby, Michigan. The camp is owned and operated by the American Youth Foundation based in St. Louis, and the project is funded by the Lilly Endowment in Indianapolis.

Thus, two foundations work closely together in organizing Project Leadership Service. The camp site itself offers an amazing array of environments: sand dune, Lake Micigan beach, woods, fields, and inland lake.

Participants

Seniors submitted applications for the project during their junior year. Each public and private school in Marion County was invited to send in a number of applicants in proportion to school enrollment. The PLS Project Advisory Committee then selected approximately 50 juniors from the applications. The program actually convened in the late spring of the junior year with monthly meetings in Indianapolis.

Sixth graders were invited from several inner-city schools chosen in cooperation with the Indianapolis Public Schools. No selection process was invovled here; any student entering the sixth grade at the participating school was invited to go to camp. All teachers from these same schools were also invited, whether or not they were assigned to teach sixth grade.

The staff was recruited nationwide, but most had some connection with either Indianapolis or St. Louis, due to the cooperative work of both foundations. Staff worked under the direction of camp director Jim Kielsmeier of the American Youth Foundation, who worked very closely with project director Dean Evans of Lilly Endowment.

Total participation in Project Leadership-Service for 1981 was as follows:

	Male	Female	Total
Seniors	23	30	53
Elementary	63	74	137
Teachers	3	7	10
Service Staff	2	5	7
Resource Staff	14	17	31
	105	133	238

The Formal Curriculum

The schedule for the first four days was designed to prepare seniors for the activities they would lead the sixth graders in at the camp site. Much of this preparation came through the vehicle of seminars. Eight initial seminars were held to introduce seniors to ideas and activities they would be sharing with sixth graders:

1) The World of the 6th Grader
2) Teaching Language Arts
3) Low Ropes/Small Group Problem Solving
4) Water Skills
5) Service Learning/Citizenship Education
6) Double OK/Moral and Ethical Dimensions of Leadership
7) Music/Communication Skills/Expression
8) Creativity/Crafts/Arts

Additional time was scheduled for orientation to the dining hall, the woods, conditioning, performing arts activities, group games, dune walks, cookouts, singing and the council circle. The printed PLS schedule is included in Appendix A.

Once sixth graders arrived, seniors took the lead in each of these activities, under the guidance and supervision of staff. The schedule began with orientation experiences similar to those that seniors experienced. Time in the sixth grade schedule was devoted to all of the seminar topics listed above with the exception of the World of the 6th Grader.

After establishing the basic routine, special events were inserted into the scheudle. On Tuesday, during Teacher Instructional Day, teachers led sixth graders in a series of nature study experiences while seniors had Skill Exploration Day. On Wednesday, all groups had a Lake Michigan

beach outing, for swimming and picnicing. On Thursday, the 3.3 mile Mini-Marathon was held, followed in the afternoon by the all-conference service project, erecting a sand fence on the top of Old Baldy Dune. A banquet Thursday evening preceded the closing ceremonies on the top of Old Baldy, illuminated by candlelight. Sixth graders departed on Friday, and seniors departed Saturday morning.

This brief outline only touches the surface in describing activities included in the two week conference. The agenda in Appendix A gives a more complete view. Although necessarily superficial, this summary is included to provide some rough idea of the range of activities during the conference.

The Informal Curriculum

The conference was far more than a serial progression of fun activities. Experiences were tied together by common themes which were infused into all parts of the conference, from dining hall to seminars, from cabin life to beach picnics. These pervasive themes stressed the importance of service as the basis for leadership, the importance of group cooperation as the basis for successful community life, and the importance of reading and literacy for effective participation in the community. The concepts of leadership, service, cooperation, group support, trust, community, reading, and literacy were omnipresent. Applications of these concepts were made by staff, seniors, and later sixth graders in the context of everything from canoeing to hair washing, from ropes courses to cleaning tables. These concepts were the glue that gave direction to all activities.

Follow-Up Plans

As planned in the PLS framework, seniors would maintain their relationship with the two or three elementary students assigned to their leadership after returning to Indianapolis. The activities of the camp were built on the notion that the relationships established would not be cut off at the close of camp but would continue. Some seniors would work in the participating schools as tutors or aids. Others would maintain out-of-school contacts with "their kids." This built-in element of serving elementary students as the method of acquiring leadership skills is the major distinguishing component of Project Leadership-Service.

Chapter 2

Evaluation Design

Purpose

The evaluation of Project Leadership-Service was designed for two purposes, known generally as formative evaluation and summative evaluation. Formative evaluation is an effort to gather information in the middle of project in order to improve it while it is still in progress. Summative evaluation is an effort to assess the effects of a project after its conclusion.

Formative Evaluation

Formative evaluation information was gathered in two ways during the conference. First, the evaluator gathered information informally as he participated in and observed camp activities. Second, in a somewhat more structured approach, information was obtained from feedback groups. A feedback group was a randomly chosen group of five or six people from a particular camp group, i.e. seniors, sixth graders, or staff. With as little attention as possible, five such groups were informally gathered for discussion, including two groups of seniors, two groups of sixth-graders and one staff group. Feedback discussions were held during the early part of the conference, usually during unstructured time before or after dinner. These group sessions were handled flexibly and informally in order to maintain the unobtrusive role intended for them. Major themes and recommendations which emerged from these sessions were shared with the project directors for their consideration.

Summative Evaluation

In an effort to assess the overall effects of the conference, a conference report was planned designed to answer seven evaluation questions:

1. Does the conference motivate high school students to serve their community?
2. Does the conference communicate the connection between service and leadership?
3. Does the conference affect attitudes about self and about working with others?
4. Does the conference affect attitudes of sixth graders toward reading or toward outdoor activities?
5. Is the conference perceived as a time of fun and growth by participating sixth graders and seniors?
6. Does the conference improve or expand the skills of participating teachers?
7. Is the conference meeting the expectations of participating sixth graders, seniors, teachers, and staff?

In order to answer these questions, a variety of data collection instruments were used. All instruments can be seen in Appendix B and are described more completely in the context of findings.

For seniors, a pretest questionnaire was administered on the first evening and a posttest questionnaire was administered ten days later, on the last morning. Two additional instruments were completed on the evening before departure, one completion format exercise entitled "Challenges of the PLS," and one exercise assessing the impact of the conference entitled "Signs of Psychological Health and Maturity."

Included in the senior pretest and posttest were the following formal tests, identified here by name and purpose:

Questionnaire 1) Personal and Group Efficacy asks how much power individuals and groups have to do such things as "improve race relations".

Questionnaire 2) Social and Personal Responsibility Scale (SPRS) - examines attitude toward and commitment to taking responsibility.

Questionnaire 3) Janis-Field Scale - widely used with adolescents to assess self-esteem in social situations.

Questionnaire 4) Authoritarian-Democratic Leadership - asks about agreement or disagreement with statements about leadership.

Questionnaire 5) Being Active in Your Community - a semantic differential assessment of the concept of being active.

Sixth graders also completed pretests and posttests. Due to late arrival on the first day, pretests could not be administered until after breakfast the next morning. Posttests were completed five days later after breakfast on the morning of departure.

Both teachers and resource staff completed separate open-ended questionnaires at the end of the conference. Their responses provided information in answer to evaluation questions 6 and 7 stated above. These forms are included in Appendix B.

Chapter 3: Evaluation Findings

The findings of this evaluation will be discussed in the context of answers to each of the seven evaluation questions listed earlier.

QUESTION 1: Does the conference motivate high school students to serve their community?

Information from both tests and open-ended comments show that the conference provided a significant boost to the interest seniors have in serving the community. Two tests and several open-ended questions provided the basis for this conclusion.

Test Data

The primary test related to Question One was the Social and Personal Responsibility Scale (SPRS). This scale was designed to assess various elements of a person's sense of responsibility. The total scale score is a reliable indicator of a general sense of responsibility. However, short subscales within the SPRS provide additional information about specific attitudes in five areas:

1) Duty (e.g. "Some teenagers feel bad when they let people down who depend on them - BUT - Other teenagers don't let it bother them that much");
2) Social welfare (e.g. "Some teenagers are interested in doing something about problems in the community - BUT- Other teenagers are not that interested in working on problems in the community");
3) Competence to be responsible (e.g. "Some teenagers are good at helping people - BUT - Other teenagers don't see helping others as one of their strong points");

4) Sense of efficacy (e.g. "Some teenagers think they are able to help solve problems in the community - BUT - Other teenagers don't think they can do anything about them because a few powerful people decide everything");

and

5) Performance (e.g. "Some teenagers carefully prepare for community and school assignments - BUT - Other teenagers usually don't prepare that much.")

The 21 items in these five sub-scales form the total scale. Students respond by marking the part of the statement that is either "sometimes" or "almost always" true for them. The relationships of the five sub-scales has been described well by Conrad:

> The unifying idea behind these subscales is that a person will act in a responsible manner when the following conditions are present: first, one must feel a sense of responsibility or have a responsibile attitude toward others in the society; second, one must have the ability or competence to act on this feeling of concern for others; finally, one must have a sense of efficacy which allows one to believe that taking action can make a difference.
> (Conrad, p.20)

Results from the SPRS are listed in Table 1. Results show a highly significant increase (p .001) on the posttest for the total scale. In addition, significant increases (p .01) were found on three subscales: sense of efficacy, performance, and competence to be responsible.

These highly positive results need to be placed in perspective in order to be fully appreciated. First, it should be noted that these students scored extremely high on the pretest, as well as the posttest. Conrad points out that in two previous studies using this instrument, posttest means were 63.16 and 66.63. (Conrad, 1980, p.21) In the present study, the pretest mean was 71.45, and still the score went up significantly by the end of the conference.

Clearly these are responsible teenagers whose feelings of responsibility are heightened even more through their experience in PLS. Similar astronomically high scores have been observed among previous National Leadership Conference and Project Leadership-Service groups, and the trend has held true again for PLS in 1981. That is, a responsible group of seniors have significantly increased their sense of responsibility during the two week conference.

The posttest showed gains on all five sub-scales; three showed highly significant gains. The sub-scales are short, and as with many short scales, they are weak measurement tools due to low scale reliabilities. Therefore, detailed conclusions based on the sub-scales are probably not appropriate. It seems fair to note, however, that the biggest increases were found in scales related to feelings about actually doing things (sense of efficacy, competence to be responsible, and performance) as opposed to feeling about what ought to be done (duty and social welfare.) It is clear that the seniors already had a high sense of duty and social welfare. Their inclination to serve seems well-established; the camp experience appears to have served primarily as a boost in areas related to their ability to carry out responsibilities to their community.

The second test related to Question One was a test entitled "Being Active in Your Community." Students registered a general attitude toward being active using a six-item semantic differential format. Then, as a final item using the same format, students indicated whether being active is something they will do or won't do. Results of these tests are displayed in Table 2.

As seen in the table, both tests showed higher scores on the posttest. Although the increases were not statistically significant, the changes still

seem positive when the high pretest scores are considered. It should be remembered that statistically significant increases are difficult to document when the starting point is something akin to Mt. McKinley - higher points are possible, but consistent leaps to Mt. Everest can hardly be expected. Seen in context with the SPRS scores, these tests provide further evidence that seniors already interested in being active in their community came to the conference and went home with a still greater interest in being active.

Open-Ended Questions

The conclusions drawn from test scores are further confirmed in answers to open-ended questions completed by the seniors at the end of the conference. Two formats for asking open-ended questions were used. One entitled "Challenges of the PLS - 1981" explored possible effects of the conference by asking students to complete stems such as "The Conference made me want to _____." The second format for open-ended response was in Questionnaire Seven of the posttest, where several questions were asked, such as, "What was the most important experience you had and why?" Both "Challenges" and the Questionnaire Seven of the posttest can be seen in Appendix B.

In responding to the "Challenges," twenty-five of the forty-nine seniors who completed the form volunteered comments indicating a desire to help others and serve the community. Examples of such comments are as follows:

> Helped me understand that giving yourself to others is the best gift a person can receive.
>
> Made me want to get involved in other groups helping young people.
>
> Made me wish I could do more for my community and others.

Made me wish I could help more kids like them, possibly get into a profession that dealt with the same set of problems.

Made me promise myself that I would do something about the amount of food that kids in the inner city receive for dinner.

Made me want to go and live where some of the 6th graders do, and experience the environments that some of them live in.

Helped me to understand that everybody in the world is not like me. Not everyone has the nice life as I do. There are people who need help and I can help.

Made me wish I could spend more time with younger people.

Helped me to understand that there is great joy in helping somebody.

Made me promise myself that I would see these people again and work with my community.

Additional evidence of increased sensitivity to community problems is found on the posttest questionnaire when students were asked, "Do you think this camp has helped you become a better person? How?"

I feel that I am more capable in dealing with others and helping with problems that they have.

I understand that I have the qualities of a leader and the ability to solve group problems.

It gave me more patience and compassion.

It helped me to work in a group and learn that a group can tackle a problem.

I feel this camp has made me better understand and value myself and realize the influences I can have on people. It has erased all of my prejudice.

One attempt to find explanations for the changes described here was through an instrument entitled "Signs of Psychological Health and Maturity." Using this instrument, students indicated the degree of impact their camp experience had on several desirable personal characteristics. The instrument can be seen in Appendix B.

Two items related directly to community service. Results are displayed in Table 3. Clearly, almost all seniors felt some impact in these areas, and more than half felt a strong impact.

Of particular interest in explaining this impact is the second part of the instrument. Students were asked to pick the five areas of greatest impact and then cite the experiences of the camp which produced that impact. The experiences which influenced item 17 ("Treats others in a humane manner") included the marathon, seminars, interactions with the sixth graders, and the general experience of "being with all these different people." Experiences mentioned as having an impact on item 22 ("Has sense of doing something worthwhile") included the fence project, working with seniors, giving up the luxuries of home to help others, the amount of praise used at camp, helping sixth graders, and helping the society of the future by working hard at camp.

TABLE 1: Social and Personal Responsibility Scale

Sub-Scales	(N)	No. of Items	Pretest Mean	Posttest Mean	Mean Gain	Probability (1-Tail)	Posttest Reliability (alpha)
TOTAL SCALE	(52)	21	71.45[a]	73.45	2.00	.000***	.74
DUTY	(52)	4	15.09[b]	15.21	.12	.185	.52
SOCIAL WELFARE	(52)	4	13.33[b]	13.37	.04	.423	.74
EFFICACY	(51)	4	12.37[b]	12.84	.47	.011**	.52
PERFORMANCE	(52)	4	3.44[b]	14.06	.62	.002**	.34
COMPETENCE	(52)	3	9.90[c]	10.38	.48	.002**	.44

** Significant at p<.01
*** Significant at P<.001

[a] Highest possible mean is 84
[b] Highest possible mean is 16
[c] Highest possible mean is 12

TABLE 2: Being Active in the Community

	No. of Items	(N)	Pretest Mean	Posttest Mean	Mean Gain	Probability (1-Tail)	Posttest Reliability (alpha)
TOTAL SCALE:							
BEING ACTIVE IN THE COMMUNITY	6	51	35.66[a]	36.25	.59	.133	.61
WILL/WON'T BE ACTIVE IN THE COMMUNITY	1	49	5.69[b]	5.87	.18	.129	

[a] Highest possible mean is 42
[b] Highest possible mean is 7

TABLE 3: IMPACT OF CAMP RELATED TO COMMUNITY SERVICE

Item	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
17. TREATS OTHERS IN A HUMANE MANNER (compliments others; helps them succeed; avoids demeaning word and actions; cares for others who need help)	28	21	2	0	0
	55%	41%	4%	-	-
22. HAS A SENSE OF DOING SOMETHING WORTHWHILE (making a contribution; being a useful person; that it is more important to deserve recognition and rewards than to actually receive them)	27	18	6	0	0
	53%	35%	12%	-	-

QUESTION 2: Does the conference communicate the connection between service and leadership?

Encouraging the view of leaders as servants was a major part of the message of PLS; indeed the philosophy that leadership and service are intertwined is even ingrained into the name of the entire project. Given the importance of this concept, it was encouraging to find that seniors did indeed move in the direction of viewing leaders as servants. This was seen in the result of one test and several open-ended responses.

Test Data

The test given before and after the conference which reflects on the student view of leadership is the Authoritarian-Democratic Attitude Scale. This scale, which appears as Questionnaire Four (p.6) in Appendix B, allows students to agree or disagree with statements dealing with the authority needed by leaders.

Posttest scores on this scale were higher than pretest scores, but the difference was not significant. Again, pretest scores were high when compared to previous administrations of the test. Starting high makes change difficult to detect. Also, a low reliability coefficient (.42) indicates problems with the consistency of the scale itself with this group. Low reliabilities may be masking a stronger effect than measured here. All of this provides only modest evidence of a change in the student view of leadership.

When asked on the posttest, "Do you think your experiences at this camp will make you more effective as a leader?", 29 (57%) answered "Yes very much", 17 (33%) said "Yes quite a bit", and 4 (8%) answered "Perhaps but not too much." Only one person replied "No not at all." Clearly, most seniors perceived a big boost in their own leadership ability as a result of the conference.

Open-Ended Comments

More interesting evidence is found in the responses to "Challenges of the PLS." Altogether, 13 of 49 seniors who responded volunteered comments such as the following:

> Helped me get this new idea about myself: I can't think of other words: servant-leader.
>
> Made me think about the fact that we're all leaders.
>
> Helped me to understand that even though I am a leader I have to let others help do the job. I can't always do it by myself.
>
> Made me decide to learn (develop) unique leadership qualities.
>
> I can be just as good as any other leader if I keep my mind and heart open.
>
> Helped me get this new idea about myself: That I could become an even stronger leader if I applied myself.
>
> Made me decide to learn (develop) my leadership skill and put them to better use.
>
> Helped me understand that I am capable of being a leader.
>
> Helped me get this new idea about myself: I am as much of a leader as anyone, and I should put all my potential into projects.

About one-fourth of the group mentioned such comments.

Further evidence of budding servant-leaders came in responses volunteered on open-ended questions of the posttest.

> (The most important experience I had was) Helping put up the fence and take down the windows because I exemplified the servant leader.
>
> I understand myself better and I understand that if I want to be a good leader, I must be a good follower.
>
> It has given me insight into truly working in a group, as a leader and a satisfied follower.
>
> Sixth graders were perfect campers. They taught me a lot about being a leader.
>
> The enthusiasm and genuine disposition of Jim K., Dean, Larry, service staff, Gordon, performing arts, was beautiful. I have never seen such unselfish service.

While leadership comments were not volunteered by everyone, clearly the leadership philosophy had permeated the camp sufficiently to impress a large number of seniors.

TABLE 4: AUTHORITARIAN-DEMOCRATIC ATTITUDES

	No. of Items	(N)	Pretest Mean	Posttest Mean	Mean Gain	Probability (1-tail)	Posttest Reliability (alpha)
AUTHORITARIAN-DEMOCRATIC ATTITUDE SCALE	9	47	36.34[a]	36.81	.47	.24	.42

[a] Higest possible mean is 54

QUESTION 3: Does the conference affect attitudes about self and about working with others?

While the conference had a strong impact in many areas, the intensity of senior comments suggests that the greatest impact of the entire experience was the development of more positive attitudes toward self and others. This conclusion is reinforced by senior test data. Such change among sixth graders, while not as striking with seniors, is also evident.

Test Data

Seniors completed a test of self esteem in social situations entitled the Janis-Field Scale. In this test, students are asked about a variety of social situations, e.g. "How often do you feel self-conscious?" The scale appears as Questionnaire Three in Appendix B.

Results of this scale, seen in Table 5, show a highly significant gain during the conference. The probability that a gain of this size occurred by chance is less than one in ten-thousand. As measured here, self-esteem among seniors was clearly enhanced during the conference.

Another way of looking at self and others is related to feelings of efficacy, i.e. the power that individuals and groups have to do such things as "reduce poverty" and "improve the environment." Seniors responded to scales for both individual and group efficacy. Both scales appear as Questionnaire One in Appendix B.

Table 6 shows the results. While change was in the desired direction, the change was not large enough to be statistically significant. Again, very high scores were observed on the pretest, making a significant increase during the conference a difficult order. It is interesting to note that students consistently see more power in groups than in individuals.

Among sixth graders, four questions dealing with attitudes toward others were included in the pretest and posttest. Results show modest evidence of warmer interpersonal attitudes after the week at camp. Only one question, "I like to meet people who are different from me," shifted significantly, and that shift was in the positive direction. The other three questions remained essentially unchanged.

Thus, on the measurement instruments used, seniors showed a strong increase in self-esteem as seen in the Janis-Field Scale. Sixth graders showed some small improvements in their attitudes toward others, particularly toward others viewed as different from them. These numbers while serving as valid indicators of change, do not adequately reflect the depth of thinking about others generated by the camp. We must turn to students comments to try to capture the full impact of the camp on self-concept and interpersonal attitudes.

Open-Ended Comments

A total of 47 out of 49 seniors who responded to the "Challenges" questions (See Appendix B) described some change in attitudes toward themselves or toward others. The breadth and depth of these volunteered comments is truly striking. Comments generally fell into five areas: attitudes toward self, toward working with others, toward other races, toward building trust in others and toward stretching to achieve. Examples of comments in each area are as follows:

- improved attitudes toward self

> I am strong, I can learn; I am smart, I can love; I can be loved; I'll make it in anything I try.

> Helped me get this new idea about myself: I am unique that I am just as important as everyone else and everyone is just as important as me.

I am what/how/who I am. There is nothing wrong with the person inside or outside.

I am a loving and capable person and I'll never forget it.

Helped me get this new idea: I am somebody, I'm special and I have a great deal to offer the society, friends, the world, nature and myself.

Made me promise myself that I would try to be myself and never imitate a star.

That even through I might not be very popular, I'm special and even if I don't become a special musician or artist, I'm still myself.

Helped me to stop being hesitant and unsure of myself.

Helped me get this new idea about myself: I can do all through Christ who strengthens me. Whether it be mentally, physically, religiously, or whatever. Thanks!!

Helped me get this new idea about myself: I'm a great person who has matured a lot over the past week.

People do like me and I can break out of my shell. It enforced my belief that I have a definite purpose in life.

Made me decide to run and jog correctly, eat right, and take care of my body.

That compared to the universe I am so insignificant yet so important.

- improved attitudes toward working with others.

Helped me get this new idea about myself: I am the type of person who can really relate to little kids. They trust me and seem to know that I'd do my best for them.

If I offer enough love, I can bring out the love in another person.

Made me want to succeed in everything I did, be involved, help others with all my heart.

It's not what's on the outside that matters, but what's on the inside does count!

Made me promise myself that I would not use put down or crude humor.

People can solve problems only if they are unified.

Made me decide to learn not to complain as much as I do. Also to cope with different people.

- improved attitudes toward other races.

Helped me understand that everyone regardless of age, sex, or race can cooperate and work with one another with little or no problem.

Made me think about how people can dare to dislike a race of people without thought.

I will also never judge a person by his color again!

- improved attitudes toward building trust in others.

Helped me get this new idea about myself: that the only way to succeed is to take a risk and trust people!!

Made me think to learn to hold a higher esteem for myself as well as trust people.

You have to work as a team and give your trust to others if you want to get anything done.

- improved attitudes toward stretching to achieve.

Made me decide to develop the inner skills within myself and make something wonderful out of what I have.

Made me promise myself that I would keep a strength inside me and wipe out the words "I can't" from my vocabulary.

Made me promise myself that I would set high goals in life and to go after those goals in a Christian way.

Made me promise myself that I would do a better job at what I do, and do the best possible.

Made me decide to learn to plan my future instead of just letting it happen.

I can achieve anything with lots of hard work, patience, and determination.

Never say "I can't" but "I'll try."

Statements from seniors volunteered on open-ended questions of the posttest further clarify the significant impact the conference had on self-concept and attitudes towards others. Seniors offered more comments describing heightened self-confidence and self-understanding than on any other subject.

Question: What was the most important experience you had and why?

> I had three: one was showing one of my sixth graders the meaning of teamwork, another was losing a lot of my prejudice, and third was meeting and getting to know a senior that shared some of my own problems.
>
> My most important experience were the low ropes and high ropes courses. I have never really learned such trust before.
>
> The total experience of watching the kids begin to trust and look up to me.
>
> It was all important, however, the experience I'll remember the most of many years to come is the total rejection I received from one girl. It was painful, but learned much.

Question: Do you think this camp has helped you become a better person? How?

> Definitely! I always knew what I was in a roundabout way, now it's clearly defined. I'm more capable, versatile, and knowledgeable.
>
> A little. I've gained more tolerance and patience.
>
> Definitely, I've found a new scope within myself.
>
> No. I has helped me become a more effective leader, but not a better person.
>
> Yes, I am more trusting, patient and loving because of my relationship with the kids and the seniors.
>
> Yes. It helped me to realize that I should try before saying "I can't."
>
> Yes. It showed me how to love other people.
>
> Yes, I am more independent, judgeless, push myself harder, know people better and accept people because of their insides.

Yes, I learned to have much more patience, I can accept people who are a different color better. I can talk to anyone I don't know now.

The camp has surely improved my self pride, I really believe it has shown me a light in a dark tunnel to complete maturity.

Yes, I know more about myself and how I get along with others. This camp has helped me to mature.

I've learned a lot about my ability as a leader, I know myself much better. I've found a strength I didn't know I possessed. I discovered emotions and feelings that are very new to me.

Question: How did the outdoor activities affect you?

The outdoor activities really helped get me thinking about myself and the marvel of my being. Keep up the good work.

High ropes taught me to trust others as well as myself. Canoeing, swimming, and picnics gave me the push to do things I didn't think necessary.

Question: Would you recommend this conference to your friends in the junior class? If so, why? If not, why not?

Yes, because I've had the greatest experiences of my life here meetng so many neat people who have taught me so much about myself.

Yes, it is an extremely important program for it gives a person a better understanding of himself or herself and teaches one how to cope.

What experiences would create this strong impact? Seniors helped answer this question by responding to the questionnaire entitled "Signs of Psychological Health and Maturity", seen in Appendix B. Table 8 shows the results for items related to self-concept and attitudes toward others.

These items provide further evidence of the influence of the camp. On every item, at least three-fourths of the 51 seniors responding reported that the camp experience had an impact. On six items, over 90% reported this impact. Clearly, almost all were touched in their attitudes toward self and others as a result of their camp experience.

When asked what specific experiences produced this effect, the experience mentioned most often was interaction with the sixth graders. "Working with their kids" was clearly foremost in the minds of seniors as they reconstructed their experience. A large number also cited the total experience of camp interaction as most influential. A less frequent but still substantial response cited the high ropes and low ropes as the important experiences in this area of concern. Other experiences mentioned at least five times included interaction with other seniors, quiet times on Vesper Dune, seminars, water sports and the sand fence service project. A huge range of experiences were mentioned by at least one individual as having a strong impact, indicating that the camp provided a rich web of experiences which were meaningful to different seniors in different ways.

TABLE 5: Self Esteem among Seniors

	No. of Items	(N)	Pretest Mean [a]	Posttest Mean	Mean Gain	Probability (1-tail)	Posttest Reliability (alpha)
JANIS-FIELD SCALE	10	52	34.31	36.63	2.31	.000***	.78

[a] Highest possible mean was 50.
***Significant at p<.001

TABLE 6: Efficacy among Seniors

	No. of Items	(N)	Pretest Mean [a]	Posttest Mean	Mean Gain	Probability (1-tail)	Posttest Reliability (alpha)
Individual Efficacy Scale	6	52	18.31	18.52	.21	.23	.78
Group Efficacy Scale	6	51	21.17	21.33	.16	.25	.69

[a] Highest possible mean is 24

TABLE 7: Sixth grader attitudes toward others

	(N)	Pretest Mean [a]	Posttest Mean	Mean Gain	Probability (1-tail)
Item 2: I LIKE TO SHARE STORIES WITH OTHER PEOPLE	133	3.57	3.58	.01	.47
Item 3: I LIKE TO MEET PEOPLE WHO ARE DIFFERENT FROM ME	132	4.14	4.28	.14	.05*
Item 8: I LIKE TO MEET NEW FRIENDS	128	4.52	4.54	.02	.39
Item 10: I LIKE TO WORK IN GROUPS	124	3.85	3.82	-.03	.40

[a] Highest possible mean is 5.
* Significant at $p<.05$.

TABLE 8: IMPACT OF CAMP ON SELF-CONCEPT AND ATTITUDES TOWARD OTHERS

Item	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
1. SEES SELF AS AT LEAST AS LIKEABLE AND CAPABLE AS MOST PEOPLE	25	21	4	1	0
	49%	41%	8%	2%	-
2. HAS AN ACCURATE SENSE OF WHAT S/HE CAN DO WELL AND CAN'T DO WELL (doesnt' put self down feel need to boast)	15	24	11	1	0
	29%	47%	22%	2%	-
3. HAS INSIGHT INTO WHAT MAKES HIM/HER TICK (in most situations has some idea why s/he acts or feels as s/he does)	22	17	12	0	0
	43%	33%	24%	-	-
4. AWARE OF IMPRESSIONS S/HE MAKES ON OTHERS BUT NOT PREOCCUPIED WITH WHAT OTHERS THINK (aware that usually no one is noticing at all)	18	23	7	2	1
	35%	45%	14%	4%	2%
5. HAS CONSCIOUS SET OF PERSONAL VALUES AND BELIEFS (made some judgements about what s/he stands for, likes and hates, wants to do, what's important, etc.)	27	17	7	0	0
	54%	33%	14%	-	-
6. TAKES RESPONSIBILITY FOR, ACCEPTS CONSEQUENCES OF OWN ACTIONS (self-motivated; doesn't always rely on or blame others)	16	27	7	0	1
	31%	53%	14%	-	2%
7. IS ASSERTIVE AND INDEPENDENT WHEN SITUATION CALLS FOR IT (enough confidence in own ideas and judgements to express or act on them)	24	20	6	1	0
	47%	29%	12%	2%	-

TABLE 8: (Continued)

Item	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
8. IS OPEN TO NEW EXPERIENCES (willing to try things s/he hasn't done before; extend and deepen old interests)	34	12	4	1	0
	67%	24%	8%	2%	-
9. RISKS INTERACTING WITH OTHERS (risks meeting new people being open, genuine with others -- even to disagree)	27	19	3	1	1
	53%	37%	6%	2%	2%
10. OPEN TO NEW IDEAS AND SUGGESTIONS (can listen to and evaluate them without feeling defensive or making excuses)	18	21	12	0	0
	35%	41%	24%	-	-
14. RECOGNIZES AND VALUES THE UNIQUENESS OF INDIVIDUALS (appreciation of people in fresh, not stereotyped or labelling ways; understands before judging)	21	27	2	1	0
	41%	53%	4%	2%	-
15. ENJOYS AND IS ABLE TO WORK AND LIVE WITH PEOPLE DIFFERENT FROM HIM/HERSELF (in age, sex, race, income, life style, etc.)	32	16	3	0	0
	63%	31%	6%	-	-
16. CAPABLE OF LOVE, OF DEEP INVOLVEMENT WITH ANOTHER PERSON (respect, care for, know, trust another; more concerned to love than to be loved)	33	16	2	0	0
	65%	31%	4%	-	-

Question 4: Does the conference affect attitudes of sixth graders toward reading or toward outdoor activities?

Clearly, Sneaker Man was a hit among sixth graders. Excited young voices asking about Sneaker Man were heard all week. Similarly, the outdoor activities were a major feature of the camp, and observations confirmed the involvement and joy of the sixth graders as they experienced the outdoor activities. As one young beach swimmer put, "This is what you call fun!!"

In order to gain clearer insight into both the outdoor and language arts activities, students answered related questions on the pretest and the posttest, providing both test data and open-ended responses.

Test Data

It would indeed be surprising if one week at summer camp shifted sixth graders entire attitude toward reading. This was recognized by camp directors as an unrealistic goal. Reading habits are well-established by grade 6. Instead, the goal was to remind students of the importance of reading and to encourage active reading and vocabulary development using camp-related stories and words. The message was one of nudging students toward greater interest in reading and literacy, rather than pushing them headlong.

Results seen in Table 9 are mixed, but they seem to suggest that the nudge was felt. Most items remained essentially unchanged between pretest and posttest. Two changed significantly. "Reading is rewarding to me," was given a significantly higher rating at the end of the week. Countering this, "I like to read about camping", received a significantly lower rating after one week. This is an interesting finding since camp-related stories and activities were the vehicle for promoting reading during the camp. One

possible explanation is that students came into the pretest without having read about camping before and registered a generally positive attitude toward the idea. After reading camp stories all week, a few students (data suggests about 10%) were tired of it and lowered their rating of the idea. Through the experience, however, the rewards of reading were somehow communicated to the group as a whole.

Further evidence of the positive nature of camp reading experiences is found by the posttest questionnaire completed by the sixth graders. Results are listed in Table 11. A total of 84% (113 students) said they enjoyed reading Sneaker Man; only 4% (5 students) said they did not enjoy it. Also, 69% reported that they enjoyed reading in the cabin, with only 10% reporting they did not. Clearly, these numbers are strong evidence of the enjoyment and acceptance of Sneaker Man as part of the camp experience.

Items asking about outdoor activities revealed a clearer pattern of results, seen in Table 10. Of the five items, three went down significantly on the posttest: "I like to exercise"; "I like to study nature"; and "I like to hike outdoors." The total scale composed of all five items also went down significantly.

Explaining this finding is not easy. Other responses indicate that students generally enjoyed the outdoor activities. A total of 109 of 134 said they learned a lot about nature, and 105 of 134 said they learned new water skills. They certainly reported the camp was fun, and outdoor activities comprised a good portion of what they did at camp. How then should we interpret this response?

One explanation is that pretests were marked on the basis of very little experience. Many had never jogged, exercised, studied nature, or hiked as they did that week. By the end of a tiring week of activity, they

rated the items on a much more realistic base of experience. The group that on the pretest rated hiking outdoors ahead of water sports, reading, and meeting different people had a different view, a more negative view, after hiking on sand for a week.

Open-Ended Questions

Responses made by sixth graders to completion questions at the end of their posttest provide more evidence of the attitudinal influence of the camp on reading and on outdoor activities. Sixth graders were asked what new topics they discovered at camp that they want to learn more about. Answers are categorized in Table 12. The biggest response was on topics related to outdoor activities. These included water skills (30 responses), nature study (23), ropes (9), Lake and dunes (9), hiking (6), jogging (3), and camping (2). In addition, reading or Sneaker Man were mentioned by 5 students. These are significant in that students volunteered the response on a blank line. Clearly a very large number gained new interests in various outdoor activities. A few showed new personal interest in reading as a result of Sneaker Man.

Sixth graders indicated on the posttest how many pages they had read in Sneaker Man. Results are shown in Table 13. Twenty percent of those reporting said they finished the book. Another 25% read more than half. That leaves 55% who read half of the book or less. Four girls claimed to have read none of the book.

While these figures show that fewer than hoped for actually completed the book, it is more of a comment on reading ability and speed than on reading interest. Genuine excitement about the Sneaker Man character was generated through brief "sneak apprearances" while sixth graders were

grouped together in the eating lodge, in Four-Way lodge, and, finally, while the buses were pulling away for the return to Indianapolis. Many reports of voluntary reading activity were received and confirmed through personal observations.

> "Two students were carrying their copies of Sneaker Man today as we hiked in the woods. When we stopped for lunch, they sat down and read."
>
> - Staff report

> "I think it (Sneaker Man) is written on a lower level than the one I am in at the present. However, I think Momma - the author - should continue writing children's books. Having Sneaker Man in camp has added mystery to camp; it has made it a tad bit more fun. I think Sneaker Man is Momma."
>
> - 6th grade boy

> "I think Sneaker Man is fantastic. Momma knows how to write children's books. The illustrations are wonderful. I think it is good to have Sneaker Man in camp; every camp should have its own hero. I just wish they would tell us who he/she is before we have to go."
>
> - 6th grade boy

> "Sneaker Man is a good book. Momma knows how to write well. I think it is good having Sneaker Man in camp - he makes it more fun for me even though he isn't real."
>
> - 6th grade boy

Given the general enthusiasm for Sneaker Man, the apparent reason for the low completion rate was the lack of reading time structured into the schedule. The cabin-time after lunch designated for reading and quiet time was the frequent victim of a late lunch period. Seniors commented that on more than one day the bell to begin afternoon activities rang shortly after they returned to their cabin. It appears now that reducing the designated time for reading did influence the amount of Sneaker Man that students were able to read. Many students simply needed more time in the two days after the book was introduced to read it.

TABLE 9: Sixth grader attitudes toward reading

	(N)	Pretest Mean	Posttest Mean	Mean Gain	Probability (1-tail)
Item 1: Reading stories is fun.	137	3.94[a]	3.84	-.10	.10
Item 2: Reading is something I can do without. (Responses reversed)	127	4.07[a]	4.00	-.07	.21
Item 11: Reading is dull. (Responses reversed)	123	3.95[a]	4.05	.10	.19
Item 12: Reading is rewarding to me.	129	3.66[a]	3.92	.26	.01**
Item 14: I like to read about camping	130	3.70[a]	3.45	-.25	.01**
Reading Scale [c]	111	15.90[b]	15.91	.01	.48

** Significant at $p<.01$
[a] Highest possible mean was 5.
[b] Highest possible mean was 20.
[c] Items 1, 2, 11, and 12 formed a scale of sufficient reliability (.62 pretest, .67 posttest) to report as a total scale.

TABLE 10: Sixth grader attitudes toward outdoor activities

	(N)	Pretest Mean	Posttest Mean	Mean Gain	Probability (1-tail)
Item 1: Water sports are boring (responses reversed)	133	4.22[a]	4.23	.01	.47
Item 7: Jogging is boring (Responses reversed)	128	3.80[a]	3.68	-.12	.15
Item 9: I like to exercise	127	3.80[a]	3.63	-.17	.03*
Item 13: I like to study nature	132	3.88[a]	3.64	-.24	.01**
Item 15: I like to hike outdoors	134	4.27[a]	3.96	-.31	.01**
Outdoor Activity Scale[c]	118	20.10[b]	19.26	-.84	.01**

* Significant at $p<.05$
** Significant at $p<.01$
[a] Highest possible mean is 5.
[b] Highest possible mean is 25.
[c] Items 3, 7, 9, 13, 15 formed a scale of sufficient reliability (.63 pretest, .68 posttest) to report as a total scale.

TABLE 11: Sixth grader responses to camp experiences

Item	NO!	no	sometimes	yes	YES!	%Yes	%No
1. I felt welcome when I arrived.	5	9	6	42	73	85%	10%
2. My leader was someone I could always turn to for help.	5	4	9	21	95	87%	7%
3. My cabin was comfortable.	13	8	22	41	48	68%	16%
4. I enjoyed the food.	5	3	26	31	69	75%	6%
5. There was plenty of food.	1	6	20	31	73	79%	5%
6. I enjoyed reading Sneaker Man.	0	5	17	23	90	84%	4%
7. I learned something in the learning modules.	7	8	13	60	47	79%	11%
8. I enjoyed reading in my cabin.	2	11	27	42	48	69%	10%
9. I learned a lot about nature.	3	14	8	51	58	81%	13%
10. This camp helped me learn to work in groups.	5	5	8	46	69	87%	8%
11. I learned new water skills.	8	14	7	45	60	78%	16%
12. I met new friends at camp.	0	0	4	25	105	97%	16%
13. I learned a lot on Teacher Instructional Day.	13	18	9	51	44	70%	23%
14. The Baldy Dune project was an important part of my camp experience.	6	14	10	47	57	78%	15%
15. Did you discover new topics at camp that you want to learn more about?	13	21	8	45	45	68%	26%
16. Would you tell your friends to come to this camp?	3	2	4	27	97	93%	4%

TABLE 12: Sixth Grader Responses to Discovered Topics

"What new topics did you discover at camp that you want to learn more about?"

Topic Category	Number of Responses	% of Responses (n=119)
Water Skills	30	25%
Nature Study	23	19%
Group teamwork/Citizenship	17	14%
Arts and Crafts	11	9%
Ropes	9	8%
Lake Michigan/Dunes	9	8%
Hiking	6	5%
Reading/Sneaker Man	5	4%
Jogging	3	3%
Camping	2	2%
Skits/Acting	2	2%
Singing	1	1%
Personal Growth	1	1%
Total Responses*	119	

* 59 had one response
22 had two responses
4 had three responses
1 had four responses
49 had no response

TABLE 13: Pages Read in Sneaker Man as Reported By Sixth Graders

Pages	Number of Boys	Number of Girls	Sex Not Reported	Total	% of Those Reporting
All 33	12	13		25	20%
25-32	7	6		13	10%
17-24	10	9		19	15%
9-16	20	21	1	42	34%
1-8	8	12	2	22	18%
0	0	4		4	3%
				125*	Students Reporting

* 10 students did not report

QUESTION 5: Is the conference perceived as a time of fun and growth by participating sixth graders and seniors?

Sixth graders

Sixth graders generally summarized the camp in one word: fun. When asked if they would tell friends to come to this camp, 93% said yes. When asked why, 57% volunteered the word "fun," 8% mentioned learning experiences, 5% mentioned nice people, and 20% used other positive responses.

When asked what one word describes Miniwanca, 36% said "fun", 13% said "great", 10% said "beautiful", 30% used other positive words (e.g. happy, exciting, fantastic), while only 1% expressed anything negative.

When asked what one word describes the Mini-Marathon, 15% said "fun", and 18% used other positive descriptors (e.g. good, great, terrific, exciting). Also, 34% said "tiring," 8% said "hard", and 12% used more negative descriptors (e.g. long, boring, far). Clearly, the marathon was enjoyed by some, but considered an ordeal by many others.

When asked to use one word to describe the last night on Baldy, the biggest response of the sixth graders (30%) related to environmental conditions, (e.g. cold, sandy, wet). Another 25% mentioned enjoyment or fun, while 24% described being moved or touched (e.g. sad, crying, beautiful).

When asked about other comments, 25% again volunteered the word "fun", 13% mentioned good and friendly people, and 33% used other expressions of happiness. 21% left the line blank.

Among the comments volunteered by sixth graders, many are striking in their intensity. Ten commented that they want to come back. Five expressed reluctance to leave:

> I think that everybody did a super job and I hope I can come back as a senior. It sure is hard to leave. Congratulations on a great camp.

Wish I could live there.

I have to say that it was great and beautiful and the seniors was very nice. And you do not want to leave.

Five others said it was their best camp experience:

It is the most exciting, fun and sandy camp I've ever been to. Miniwanca is great.

It was the best camp I ever went to in my hole life.

Others expressed even stronger sentiments:

I loved camp and will never forget it as long as I live.

I think it was the best time of my life.

My comments are it's fun, educational, happiness, good experience, and Out Of Sight!!!

I have changed so much.

One comment, eloquent in its own way, seemed to capture the dominant feeling of the sixth graders: "We was all family." Clearly, both fun and growth were evident among sixth graders.

Seniors

Growth among seniors has been clearly documented above, particularly in answering questions one and three. Unlike the elementary students, seniors did not often use the term "fun" in volunteering their comments. Rather, the experience seemed to touch them at a deeper level of meaning. For example, when asked, "Would you recommend this conference to your friends in the junior class? If so, why? If not, why not?", the typical response was emphatic.

Yes, it is a neat experience. Everyone should experience something like this.

Yes, Because it is the kind of experience you will never forget or want to miss.

Yes. Because it is the best experience in the world.

I would tell them it is a lot of work, but you grow a great deal from it.

Yes, definitely. It was an experience which cannot be attained anywhere else.

Yes. It was 10 days I won't forget.

I would because its the type of program that will change a person.

I would surely recommend this conference to all in the junior class. Never have I been so sure of something that has been so directly positive in my life.

When asked for other comments, seniors were again very positive.

I had one of the most enjoyable times and if I had the chance I'd do it again over and over.

I'm really thankful I came.

It was absolutely terrific! And I can not wait to be with my kids again.

It was SUPER!!

I just can't explain, words are useless!!

I believe the entire program should be spread nation wide.

Clearly, nearly all seniors were deeply impressed by the experience.

QUESTION 6: Does the conference improve or expand the skills of participating teachers?

Teachers completed a questionnaire at the end of the conference. Among the variety of questions asked was one about improved skills: "Has this conference improved or expanded skills which you need in classroom teaching? Please explain."

Every teacher (10 responses) answered this question affirmatively. Every teacher made reference to the skills gained related to nature. Most referred to this by mentioning the acclimatization approach to outdoor education introduced by the instructors. This approach was new to most teachers and was seen as valuable and useful for the classroom. For teachers, information about acclimatization was clearly the hit of the conference as far as transfer to classroom use.

Other areas were also mentioned by a few teachers: citizenship skills, preparation for taking students camping or to other outdoor labs such as Bradford Woods, knowledge of Indian history, and construction techniques for outdoor education courses. In addition, a theme ran through the teacher comments expressing appreciation for the professional benefits of fellowship and work with other dedicated educators in the camp setting.

QUESTION 7: Is the conference meeting the expectations of participating sixth graders, seniors, teachers and staff?

The tone of this evaluation report has been positive, reflecting the dominant tone emerging from the responses of nearly all participants. While the feeling of enjoyment and appreciation were pervasive, suggestions for improvement abounded. Verbal suggestions were frequently heard during the course of the conference, particularly as small things misfired: schedules going awry, weather interrupting plans, or communications failing to get through.

A pattern was noted by this observer that suggestions formed three waves as the conference unfolded. The first came in the form of reactions to the reality the participants found themselves in. After much anticipation, participants at all levels finally were seeing what the event was actually like and were asking, Why don't we have more time here? Or less time there? Why is it this way and not a better way that I can envision? Many found later that reasons for the arrangements were logical, but many comments, suggestions, and gripes were uttered before general acceptance of the camp routine set in.

The second stage of comments occurred mid-way through the camp as general fatigue took a toll on attitudes. During this second stage, participants felt like they knew the routine, and some things just weren't working as well as they might. Comments were commonly heard suggesting ways to get things better on track.

This low point was succeeded by a more upbeat third stage. Personal friendships were taking hold and providing warm relationships. The purpose of earlier activities had become more clearly understood. The uncertainty of anticipating camp had given way to immersion in camp activities and the

camp environment. Comments and suggestions ran along more positive themes, often consisting of outright appreciation, or constructive criticism on how to fine tune a good activity.

Of course, this general pattern does not describe every individual's experience, but it does fit the progression of comments by many participants heard throughout the week. According to this pattern, the time of the conference affects the type of comments made. The most positive time is at the end when the entire sequence has unfolded. At this point, each group of participants completed a questionnaire to express comments about the camp experience. In this context, the four groups made the following comments on how the camp met expectations.

Sixth Graders

In Table 11, sixth grader responses to questions about camp are displayed. Some responses have been mentioned in answer to earlier questions. In general, the pattern of responses shows that the camp met or exceeded their expectations.

Over 90% of the sixth graders said they met new friends and would tell friends back home to come to this camp. Over 80% reported they felt welcomed on arrival, their leader was helpful, they enjoyed reading Sneaker Man, they learned a lot about nature, and they learned to work in groups. Over 70% said they enjoyed the food, that food was plentiful, that they learned something in the learning modules, that they learned new water skills, that they learned a lot on Teacher Instructional Day, and that the Baldy dune project was an important experience. At the lower end, 68% said that they discovered new topics they want to learn more about and that the cabins were comfortable, while 69% said they enjoyed reading in their cabin.

Thus, at least two-thirds of the sixth graders gave a positive response to every single item. They were nearly unanimous in recommending this camp to their friends. It is not clear exactly what expectations they had for camp, but it is abundantly clear that they were not disappointed by what they experienced.

Seniors

Seniors had clearer expectations regarding camp than did sixth graders. No doubt these expectations are a product of greater maturity, more precise information provided about camp, and a longer period of anticipation. The result was that seniors registered stronger opinions, both pro and con, about their experience.

As seen in Table 14, some activities were clear winners in the eyes of seniors. Over 90% judged as effective the ropes course orientation seminar, the communication seminar, the use of Sneaker Man, the resource staff show, the team ropes activities, and the nighttime activities. Over 80% rated as effective the general orientation to 6th graders, the general program of seminars, the crafts seminar, the high ropes, and the Mini-Marathon. A few activities were given a somewhat lower rating of effectiveness (50% to 80%) with at least 10% reporting they were ineffective: seminars on teaching language arts, teaching water skills, citizenship, and dimensions of leadership, and the Baldy candlelight experience. For one seminar, the World of the 6th Grader, ineffective ratings outnumbered effective ratings.

Other specific opinions were registered on Questionnaire Seven, and the results are seen in Table 16. Over 90% agreed they were happy with the experience of working with sixth graders. Very high agreement was also

registered that the staff exemplified "leadership as service", that the introductory hike to camp was effective, that they know more about themselves as a result of camp, and they effectively dealt with sixth graders' needs, problems and discipline. Low agreement was expressed that pre-camp information helped prepare them for camp, that seminars prepared them for cabin leadership, and that seminars provided reliable information about sixth graders. The latter was the only item where more disagreed than agreed.

In responding to the conference in general, seniors were positive, as seen in Table 15. A total of 90% or more said they learned more effective leadership, established close friendships, performed well at PLS, and considered PLS to be a quality conference. One item, though, revealed a nearly unanimous objection which deserves noting. Only 12% said there was enough freedom in the daily routine, while 88% reported there was not enough freedom. No one thought there was too much freedom.

Teachers

Teachers generally agreed that housing and food arrangements were adequate, that the length of the conference and conference activities was adequate, and that the Teacher Instructional Day was worthwhile. However, they had several suggestions regarding the Teacher Day, and judging from the student response as well as the teacher response, some suggestions are in order. Teachers were nearly unanimous in suggesting that their "day" with the sixth graders be turned into two mornings. Half suggested that they work with smaller groups, reporting that ratios reached as high as 1 to 25 for some teachers. Two suggested that all groups should culminate the day at the beach.

Six teachers reported the camp generally met expectations, while three felt the opposite. The problems cited by more than one teacher included lack of clarity in the role of teachers at the conference, lack of interaction between teachers and seniors regarding the sixth graders, insufficient discipline, particularly in following dining hall rules, and insufficient free time. Five teachers clearly expressed the need for more information before camp, and one suggested a pre-planning session in Indianapolis to clear up communication with teachers.

Staff

The staff questionnaire revealed strong underlying support for the concepts and philosophical basis of the camp. Clearly, the staff as a group represented talented, articulate, and caring individuals. On the questionnaire, they clearly indicated their dedication to the camp objectives and their concern about areas that did not meet their expectations for fulfilling those objectives. The concerns expressed were related to method and implementation rather than goals and purpose. These concerns included the following points:

1) Nine staff members of the twenty-three responding, felt that pre-conference information was inadequate. A few suggested a pre-camp staff orientation session, particularly for new staff members. Some requested more specific job descriptions and clarification of roles. More guidance in the area of seminar development was also suggested.

2) The pervasive concern in the mind of the staff related to scheduling problems. Several pointed out the need for more time in each seminar in order to do a more effective job. At the same time the dominant theme

of comments was that the schedule was too crowded. Several suggestions were made to cut activities, allow more time between activities, get kids to bed earlier or get them up later, and allow more free time. Exhaustion and running behind schedule were seen as detractors for the total camp experience. Some suggested a longer conference in order to spread the activities out a little.

3) Concerns was also apparent about staff relationships. Requests were made for better ice-breaker activities to allow staff to get to know each other more quickly. Concerns were expressed for better staff communication.

4) Both service staff and resource staff stressed the need for more service staff in order to relieve the tremendous workload. The service staff reported that they were not aware of the constant workload they would bear until they arrived at camp. While their comments reflect an excellent attitude of dedication and service, they simply grew exhausted from the pace. In the view of several staff, if the number of service staff can not be increased, their duties should be reduced. One idea for this was to assign cleaning duties to various camper groups on a rotating basis.

5) A few staff expressed a desire for better discipline. Two areas of concern were maintaining dining hall rules and keeping better order in council circle gatherings. While some mentioned this area of concern, it was not an issue for a majority of staff responding.

TABLE 14: Senior Responses to Conference Components

Questionnaire 6A

Component	Very Effective	Somewhat Effective	No Opinion	Not Too Effective	Not Effective At All	% Effective	(N)	% Not Effective
1. Orientation to 6th graders	6	26	3	3	0	84%	38	8%
a. Teaching language arts	16	17	9	6	3	65%	51	18%
b. World of the 6th grader	3	14	12	9	13	33%	51	43%
c. Teaching rope course	27	22	0	2	0	96%	51	4%
d. Teaching water skills	11	15	7	14	4	51%	51	35%
2. Learning groups (in general)	13	21	2	2	0	89%	38	5%
a. Service Learning/Citizenship	10	21	8	8	4	61%	51	24%
b. Communication/Expression/Music	32	15	2	2	0	92%	51	4%
c. Creativity/Crafts/Art	32	14	4	2	0	88%	52	4%
d. Dimensions of Leadership	13	14	12	8	2	55%	49	20%
3. Resource staff show	33	13	5	0	0	90%	51	0%
4. Use of Sneaker Man	37	12	3	0	0	94%	52	0%
5. High ropes	33	11	8	0	0	85%	52	0%
6. Team ropes	33	14	3	2	0	90%	52	4%
7. Nighttime activities (square dance, cookout, skits)	28	19	4	1	0	90%	52	2%
8. Mini-Marathon	35	10	5	2	0	87%	52	4%
9. Baldy Candlelight	28	13	5	4	2	79%	52	12%
10. Final Day Synthesis	10	15	19	3	5	48%	52	15%

55

56

TABLE 15: General Senior Responses

1. Do you think your experiences at this camp will make you more effective as a leader?

	N	%
Yes very much	29	57
Yes quite a lot	17	33
Perhaps but not to much	4	8
No not at all	1	2

3. One year from now, when you look back at this experience, what do you think will stand out in your mind as the most valuable part of it? (Categories synthesized from open-ended response)

	N	%
Working with sixth graders	6	12
Working with seniors	4	8
Relationships with all camp participants	23	45
Leadership experiences	5	10
Personal growth	7	14
No answer	6	12

3. Did you make close friend(s) here who will probably take the trouble to keep in touch with you after PLS ends?

	N	%
Yes	49	94
No	3	6

4. According to your personal standards, how would you rate your overall performance during these ten days:

	N	%
Excellent	11	21
Very good	32	62
Good	6	12
Fair	3	6
Poor	0	0

5. In the daily routine here, do you think there was:

	N	%
Enough freedom	6	12
Too much freedom	0	0
Not enough freedom	46	88

6. All things considered how do you rate the quality of the 1981 Project Leadership-Service Conference?

	N	%
Excellent	15	29
Very Good	25	48
Good	10	19
Fair	2	4
Poor	0	0

TABLE 16: Senior Opinions - Questionnaire Seven

ITEM	Stongly Disagree 1	2	3	4	Stongly Agree 5	% Agree	% Disagree
1. Before I arrived, the information I received helped me prepare for camp.	10	7	14	18	3	40%	33%
2. The hike in from the bus and the night activities introduced me to camp life.	2	2	7	19	22	79%	8%
3. The training seminars gave me reliable information that helped me understand sixth graders.	4	20	11	12	5	33%	46%
4. I better understood the role of cabin leaders after the seminars.	1	15	13	17	6	44%	31%
5. I know more about myself and and my abilities as a result of camp.	3	3	2	9	35	85%	12%
6. The staff exemplified the idea of "leadership as service."	1	2	3	13	33	89%	6%
7. I was available when my sixth graders needed me.	1	2	3	12	33	88%	6%
8. I was effective when dealing with my students' problems.	1	3	4	12	30	84%	8%
9. I felt capable when dealing with discipline for my students.	1	4	5	11	30	80%	10%
10. I was happy with the experience of working with sixth graders.	2	1	2	5	42	90%	6%

Chapter 4: Conclusions and Recommendations

The findings reported in Chapter Three include a great amount of detail. While such detail is important in providing documenting evidence, sometimes by sheer volume it obscures the broad patterns and issues which program leaders must consider in order to make decisions about the program. Therefore, conclusions will be stated succinctly, using broad strokes. Generalizations are based on evidence cited in the previous chapter, but no systematic repetition of evidence will be attempted here. Conclusions should be seen here as an attempt at broad synthesis to aid in decision-making and to point the way to recommendations for improving the program.

It should be stressed that these conclusions and recommendations are those of this evaluator. While many opinions and comments described in chapter three were gathered and considered, the following comments and opinions are the distillation of all data gathered as seen by this observer.

Conclusions

QUESTION 1: Does the conference motivate high school students to serve their community?

The conference generated a significant increase in feelings of social responsibility. This translated into a greater interest in serving the community on the part of the vast majority of senior participants.

QUESTION 2: Does the conference communicate the connection between leadership and service?

The style of leadership which links leadership with service was pervasive at the conference in both word and deed. Participants easily picked

up the connection. This was accomplished through the speeches, through the activities, through the name itself (Project Leadership-Service), but primarily through the role models of service provided by the project directors, resource staff and service staff. The service staff was particularly effective in providing models of non-stop service, even past the point of exhaustion. Seniors were touched by these examples and by program activities. The group as a whole moved in the direction of viewing leaders as servants; many seniors strongly embraced the philosophy by the end of the conference.

QUESTION 3: Does the conference affect attitudes about self and about working with others?

For seniors, the conference had a striking impact on attitudes about themselves and about others. Clear gains in self-confidence were seen in both tests and comments. Greater affinity toward and understanding of other people was also evident. Comments describing self-growth and warm interpersonal relations were more intense than for any other subject of the conference.

Sixth graders also showed some evidence of change in this area. Posttests showed an improved attitude toward meeting "people who are different from me." Other voluntary comments from sixth graders, while not as clearly stated or as definite as senior comments, point to greater self-confidence and warmer regard for other people by the end of the camp.

QUESTION 4: Does the conference affect attitudes of sixth graders toward reading or toward outdoor activities?

Sixth graders clearly enjoyed Sneaker Man, both as a reader and as a subject for camp conversation. Sneaker Man was a constructive and pleasur-

able addition to the camp experience. The book coupled with other language arts activities formed a component of camp that had a modest positive impact on seeing the rewards of reading. At the same time, a small group of sixth graders grew tired of reading a camp-related story. Taken as a whole, however, there is no question that the emphasis on reading was well-received by sixth graders and made a constructive, if not overwhelming, contribution to their camp experience.

Sixth grader attitudes toward certain outdoor activities, on the other hand, declined. Student ratings of exercise, nature study, and hiking outdoors fell by the end of the week. Ratings of water sports and jogging remained unchanged. This may be the result of actually doing activities that are strenous and initially unpleasant to the novice. It may be that romantic notions about these activities were broken by actual participation. It may be that sixth graders will look back later and be grateful for the experiences. At the end of camp, however, sixth grader attitudes toward these activities registered lower than when they started camp.

QUESTION 5: Is the conference perceived as a time of fun and growth by participating sixth graders and seniors?

No qualifications are needed here. The general opinion of both sixths and seniors about the conference was that it was a delightful and memorable experience. Sixths called the experience "fun"; seniors called it "growth". Both groups had a great time.

QUESTION 6: Does the conference improve or expand the skills of participating teachers?

Every participating teacher said yes to this question. They were unanimous in describing skills gained in teaching about nature and the

outdoors. Some saw benefits in other areas which would aid them in the classroom.

QUESTION 7: Is the conference meeting the expectations of participating sixth graders, seniors, teachers and staff?

For sixth graders, the answer is clearly yes. Without having many expectations beyond having a good time, they were not disappointed.

For seniors, the answer is basically yes with a few qualifications. Nearly all were clearly rewarded in their expectations of growth, learning, and friendships. Most came away with a better understanding of leadership, but some were not expecting the intense level of responsibility which accompanied the leadership of sixth greaders. For these few, previous visions of camp life had somehow not included the nature of this heavy responsibility which lasted throughout camp. The reality came as a shock to some. Part of this shock is probably inevitable for those who have never had the experience of taking responsibility for others. Some of this shock might be alleviated by more emphasis in pre-camp information on the role of seniors as leaders of sixth-graders. While this situation applied to a small number, nearly all seniors expected more personal time to be available at camp for writing in journals, talking with others, or just unwinding. The most consistent plea for change was for more time to relax and to reflect.

For teachers, the answer is generally yes. The majority were very pleased with their experience. Problems were cited related to lack of clarity in the teachers' role with other participants, lack of interaction with seniors, insufficient discipline and insufficient free time.

For staff, the answer is also generally yes. The staff strongly supports the philosophy of the camp. This support by a bright and caring staff group led to many comments about ways to improve. These comments were offered in a positive context, and should not be interpreted as fundamental criticisms of the conference. Still, they represent areas where expectations were not fulfilled. Major concerns included an overcrowded schedule, insufficient pre-conference information, the need for better staff communication, and the need for more service staff.

Recommendations

Recommendations related to the entire conference:

1. Vigorously maintain the PLS philosophy of linking leadership and service and of learning leadership skills by taking responsbility. The PLS philosophy has the support of all involved.

2. Reduce an overcrowded schedule. This was a consistent plea from all parties. Running late became a camp norm, fatigue was a constant consideration, and quiet time for reading, writing in journals, or reflection was rare. If learning is the reconstruction of experience, more learning is likely given more scheduled time for quiet reflection. This is not necessarily the same as more "free time", as many requested. Replacing some group activities with more quiet time or more intermission time between activities would have the effect of relaxing the overall schedule. Without enough personal time in the scheudle, participants used time before bed as their personal time, pushing bedtime back, and creating more fatigue in the morning. A judicious culling of activities is in order.

3. Lengthen seminars, at least by fifteen minutes. Resource staff expressed a general consensus that one hour was too rushed to be maximally

effective. Several requested a two hour block. Creating a schedule is undoubtedly a headache, and the idea of lengthening seminars while reducing the overcrowded schedule compounds the headache. What may be needed is a consolidation of seminars to reduce the total number. According to seniors, the communication and crafts seminars were the most effective. The citizenship and leadership seminars were parallel at a lower effectiveness level. Perhaps a merger of the latter two (Service Learning/Citizenship and Dimensions of Leadership) into one is one way to reduce the number of activities without totally losing the concepts involved.

Recommendations related to seniors:

4. Provide more specific information in the pre-conference preparation about the scope of responsibilities seniors will be expected to assume in serving as leaders for sixth graders. A few missed the notion that the first days were for leader preparation in anticipation of sixth graders, rather than being a senior camp, and others did not realize how much time they would be with the sixth greaders. Inevitably, some will miss or try to ignore the message that seniors will be working hard, but a renewed effort is in order.

5. Reconsider the content and format of the seminar on the "World of the 6th Grader" to upgrade the perception of effectiveness as seen by seniors. In many ways, this seminar has the built-in problems of any educational methods course. It attempts to prepare people for an experience before the experience begins. When impressions formed in the training are not fulfilled, the training is blamed as inadequate. It may be that no seminar can adequately prepare seniors for what they will find in the sixth graders, but a reexamination of the seminar context would be useful.

Recommendations related to sixth graders:

6. Maintain the emphasis on reading, using Sneaker Man and other language arts activities. Strictly observe the scheduled reading times for their intended purpose to enable more students to finish reading Sneaker Man. Establish a goal that all students will read Sneaker Man in its entirety, with assistance if needed.

7. Reconsider the ways sixth graders participate in exercise, nature study, and hiking in order to explore ways to make these activities more meaningful. Simple exercises might, for example, be scheduled at other times besides early morning to establish a feeling a group camaraderie.

Recommendations related to teachers:

8. Hold a pre-conference meeting for teachers to attempt to further clarify their role in relation to seniors, sixth graders, and staff.

9. Provide avenues for more teacher-senior contact, especially to discuss questions related to sixth graders.

10. Schedule the Teacher Instructional Day over two mornings rather than one long day. The exhaustion accompanying the current arrangement may be influencing student attitudes toward nature study.

Recommendations related to staff:

11. Provide more detailed pre-conference information for new staff members, either through a special meeting or through written job descriptions.

12. Employ more service staff or else reduce staff service responsibilities.

13. Foster better staff communication through better initial ice-breakers.

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Appendix A:

Conference Schedule

PROJECT LEADERSHIP SERVICE
1981

Day A - Sunday, August 2

Noon	Service Staff Arrives Training Begins

Day B - Monday, August 3

	Service Staff Training

DAY C - Tuesday, August 4

9:00 - 12:00 p.m.	Resource Staff Arrives
Noon	Staff Orientation Begins

Day 1 - Wednesday, August 5

4:00 - 4:30 p.m.	Seniors Arrive	Seniors get off at Well Road. Luggage unloaded at gate and delivered to Bays. Welcome by Service Staff
4:30 - 6:00 p.m.	Immersion Hike	Hike in small groups led by Staff. End up at office to check in
	Check-in and Cabin Assignments Claim your bunks	Office
	Activities time until supper bell	Volleyball - B-Bay Basketball - Tennis Courts Swimming - Squaw Bay
6:00	Resource, Service Staff and Teachers Meeting	Blazer Bldg.
7:00	Supper (Pre-meal thought: Martin Rappel and Team) (Dining Room Orientation: Fred Kelly)	Eating Lodge
7:30	Pre-Test: Vic Smith	
8:00	Singing: Gordon Webber Welcome: Dean Evens, Jim Kielsmeier	Council Circle
	Night Acclimatization: Service Staff	
	"Things That Go Bump in the Night": Performing Artists	

Day 1 - Continued

9:30	Snacks	Eating Lodge
10:00	Bell Cabin Meetings	
10:30	Lights Out	

Day 2 - Thursday, August 6

6:30 a.m.	Bell	
6:45	Orientation to Conditioning: Ted Washington	Explorer Field
7:45 - 8:00	Cabin Clean-up	
8:00	Resource Staff Meeting	Blazer Bldg.
8:30	Breakfast	Eating Lodge
9:15 - 11:30	Group Games and Initiatives All Seniors	Council Circle Baldy Draw
11:45 - 12:40	World of 6th Grader I Teaching Language Arts I	Oak & Sycamore - Stonyview Hickory & Maple - Blazer Bldg.
1:00 p.m.	Lunch	
1:45 - 2:40	World of 6th Grader I Teaching Language Arts I	~~Hickory & Maple - Stonyview~~ Blazer Oak and Sycamore - Blazer Bldg.
2:50 - 4:50	Low Ropes/Small Group Problem Solving	Oak & Sycamore - Tennis Courts
	Water Skills	Maple & Hickory - Squaw Bay
5:00 - 6:00	Optional Time (Camp Store Open)	
6:00	Cookouts	Meet at Council Circle
6:15	Supper (Non-Primary Group Leaders)	Eating Lodge
8:30	Singing: Gordon Webber Talk: Jim Kielsmeier	Council Circle
9:30	Snack	
10:00	Bell Cabin Meetings	
10:30	Lights Out Bed Check	

Stony View

Day 3 - Friday, August 7

6:30 a.m.	Bell		
6:45	Stretching & Conditioning		Explorer Field
7:45 - 8:00	Cabin Clean-up		
8:00	Resource Staff Meeting		Blazer Bldg.
8:30	Breakfast		Eating Lodge
9:15 - 10:20	World of 6th Grader II Teaching Language Arts II	Hickory & Maple - Stonyview Oak & Sycamore - Blazer Bldg.	
10:35 - 11:40	World of 6th Grader II Teaching Language Arts II	Oak & Sycamore - Stonyview Hickory & Maple - Blazer Bldg.	
12:00 p.m.	Lunch		Eating Lodge
1:00 - 2:00	Introduction to Basic Seminars: Service Learning/Citizenship Education		Hickory-4-Way Lodge
	Double OK/Moral & Ethical Dimensions of Leadership		Oak - Blazer Bldg.
	Music/Communication Skills/Expression		Sycamore - Stonyview
	Creativity/Crafts/Art		Maple - Craft House
2:15 - 3:15	Introduction to Basic Seminars Service Learning/Citizenship Education		Maple - 4 Way Lodge
	Double OK/Moral & Ethical Dimensions of Leadership		Hickory - Blazer
	Music/Communication Skills/Expression		Oak - Stonyview
	Creativity/Crafts/Art		Sycamore-Craft House
3:30 - 5:30	Low Ropes/Small Group Problem Solving	Hickory & Maple	Low Ropes Course (Meet at Tennis Courts)
	Water Skills	Oak & Sycamore	Squaw Bay
5:30	Optional Time Camp Store Open		
6:00	Supper		Eating Lodge
7:30	Music: Gordon Webber Talk: Dean Evens		Vesper Dune (Meet at Tennis Courts)
	Special Activities		
9:30	Snack		
10:00	Bell - Cabin Meetings		
10:30	Lights Out - Bed Check		

Day 4 - Saturday, August 8

6:30	Bell	
6:45	Conditioning	Explorer Field
7:45 - 8:00	Cabin Clean-up	
8:00	Resource Staff Meeting	Blazer Bldg.
8:30	Breakfast	Eating Lodge
9:15 - 10:15	Introduction to Basic Seminars:	
	Service Learning/Citizenship Education	Oak - 4 Way Lodge
	Double OK/Moral & Ethical Dimensions of Leadership	Sycamore - Blazer
	Music/Communication Skills/Expression	Maple - Stonyview
	Creativity/Crafts/Art	Hickory - Craft House
10:30 - 11:30	Service Learning/Citizenship Education	Sycamore - 4 Way Lodge
	Double OK/Moral & Ethical Dimensions of Leadership	Maple - Blazer Bldg.
	Music/Communication Skills/Expression	Hickory - Stonyview
	Creativity/Crafts/Arts	Oak - Craft House
11:30	Get New Cabin Assignment Shift to new cabins	Stop by Office
12:00	Lunch	Eating Lodge
12:45 - 1:15	Synthesis of Training: Jim Kielsmeier, Dean Evans	Council Circle
1:15 - 3:00	Camp & Environmental Basics Final Preparation - Where to meet students - How to obtain luggage - How to organize pre-meal thought - Camp Newspaper - Camp Environment - Review Agenda	Council Circle
3:00 - 4:30	Prepare for Elementary Students' Arrival Clean Cabin Area and Grounds	
4:30 - 5:00	Welcome:- Service Staff Orientation Hike: Small Groups led by Seniors Check-In Cabin Assignments	End up at office for Registration

Day 4 Continued

6:00 p.m.	Teacher, Resource Staff Meet	Blazer Bldg.
7:00	Supper Review Meal Procedure Pre-Meal Thought - Seniors	
7:40	Singing: Gordon Webber Welcome: Dean Evans, Jim Kielsmeier, Senior Representative Skit on "Night Creatures" Night Acclimatization: Seniors & Performing Arts Group	Council Circle
9:00	Snack	Eating Lodge
9:30	Bell — Everyone expected to be in cabins. Cabin Meetings — Stories, Sharing, Writing in Journals	
10:00	Lights Out Bed Check	

Day 5 - Sunday, August 9

7:00 a.m.	Bell		
7:15	Conditioning		Explorer Field
8:00 - 8:15	Cabin Clean-up		
8:15	Resource Staff/Seniors Meeting		4 Way Lodge
	Teacher Meeting		Blazer Bldg.
8:45 - 9:30	Breakfast		Eating Lodge
9:30 - 10:15	Church Services	Protestant	Orwig Chapel
		Catholic	(To be announced)
10:30 - 11:30	Basic Seminars:		
	Service Learning/Citizenship Education		Birch - Blazer
	Double OK/Moral & Ethical Dimensions of Leadership		Hemlock - 4 Way Lodge
	Music/Communication Skills/Expression		Juniper - Stonyview
	Creativity/Crafts/Arts		Pine - Craft Shop
12:00 - 12:45	Lunch		
12:45 - 1:30	Rest and Reading	All Students <u>in</u> Cabins!	
1:45 - 2:45	Service Learning/Citizenship Education		Juniper - Blazer
	Double OK/Moral & Ethical Dimension of Leadership		Pine - 4 Way Lodge
"	Music/Communication Skills/ Expression		Birch - Stonyview
	Creativity/Crafts/Art		Hemlock - Craft Shop

Day 5 Continued

3:00 - 5:30 p.m.	Skill Groups		
	Water Skills I (Swimming & Canoeing)	Hemlock & Pine	Squaw Bay
	Small Group Problem Solving I (Low Ropes/Initiative/High Ropes)	Juniper & Birch	Tennis Courts
5:30	Camp Store Open		
6:00	Cookouts (Seniors and Elementary Students only)		Meet at Council Circle. Set out as Primary Groups
6:15	Supper - Resource Staff		Eating Lodge
8:30	Resource Staff Show		4 Way Lodge
9:30	Snack		Eating Lodge
	Baldy Sleep-out departs - Birch		
10:00	Bell Cabin Meetings		
10:30	Lights out Bed Check		

Day 6 - Monday, August 10

7:00	Bell	
7:15	Conditioning	
8:00 - 8:15	Cabin Clean-up	
8:15	Resource Staff/Seniors Meeting	4 Way Lodge
8:45	Breakfast	Eating Lodge
9:30 - 10:30	Basic Seminars:	
	Service Learning/Citizenship Education	Hemlock - Blazer
	Double OK/Moral & Ethical Dimensions of leadership	Birch - 4 Way Lodge
	Music/Communication Skills/Expression	Pine - Stonyview
	Creativity/Crafts/Art	Juniper - Craft Shop
10:45 - 11:45	Service Learning/Citizenship Education	Pine - Blazer
	Double OK/Moral & Ethical Dimensions of Leadership	Juniper - 4 Way Lodge
	Music/Communication Skills/ Expression	Hemlock - Stonyview
	Creativity/Crafts/Art	Birch - Craft Shop
12:00 - 12:45 p.m.	Lunch	Eating Lodge
12:45 - 1:30	Rest and Reading	

Day 6 Continued

1:45 - 2:45 p.m.	Basic Seminars:	
	Service Learning/Citizenship Education	Pine - 4 Way Lodge
	Double OK/Moral & Ethical Dimensions of Leadership	Juniper - Blazer
	Music/Communication Skills/Expression	Hemlock - Stonyview
	Creativity/Crafts/Art	Birch - Craft Shop
3:00 - 5:30	Skill Groups:	
	Water Skills I (Canoe & Swimming)	Birch & Juniper Squaw Bay
	Small Group Problem Solving I (Initiatives, Low Ropes, High Ropes)	Hemlock & Pine - Tennis Courts
6:00	Supper	Eating Lodge
7:00	Walk to Vesper Dune Music: Gordon Webber Talk: Dean Evans	Meet at Tennis Courts
8:30	Films	Stonyview
9:30	Snacks Baldy Sleep-out Depart - Hemlock	Eating Lodge
10:001	Bell Cabin Time	
10:30	Lights Out Bed Check	

Day 7 - Tuesday, August 11

7:00 a.m.	Bell	
7:15	Conditioning	Explorer Field
8:00 - 8:15	Cabin Clean-Up	
8:15	Staff/Seniors Meeting Teacher Meeting	4 Way Lodge Blazer Bldg.
8:45	Breakfast	Eating Lodge
9:15	Elementary Students - Teacher Instructional Day (Sack Lunches)	Meet at Main Gate for transportation to Tipi Site
	Seniors - Skill Exploration Day (Sack Lunches)	Schedule to be announced
5:00	Elementary Students return	
5:00	Camp Store Open	
6:00	Supper	Eating Lodge

Day 7 - Continued

7:00 p.m.	Singing: Gordon Webber Talks: Staff "Who I Am"	Council Circle
8:00	Special Activity	
9:00	Snack Baldy Sleep-out departs (Juniper)	Eating Lodge
9:30	Bell Cabin Meetings	
10:00	Lights Out Bed Check	

Day 8 - Wednesday, August 12

Sleep Late!!

8:00 a.m.	Bell (Conditioning Optional)	
8:30	Staff & Senior Meetings	4 Way Lodge
9:00	Breakfast	
10:00	Lake Michigan Picnic Leave by Community Groups (Food to be sorted into 4 groups - pick-up at loading dock)	Meet at Council Circle
2:00 p.m.	Return to Camp	
2:30 - 5:00	Skill Groups: Water Skills II (Canoe & Swimming) — Hemlock & Pine - Squaw Bay Small Group Problem Solving II (Initiatives, Low Ropes, High Ropes) — Juniper & Birch-Tennis Courts	
5:00 - 6:00	Community's Skit Practice (Teachers, Seniors, 6th Graders all work together)	Birch - 4 Way Lodge Hemlock - Blazer Bldg. Juniper - Stonyview Pine - Council Circle
6:00	Supper	Eating Lodge
7:00 - 8:00	Skit Practice	
8:00	Community Skits Martin Kappel: Master of Ceremonies	
9:00	Snacks Baldy Sleep-out Departs (Pine)	Eating Lodge
9:30	Bell Cabin Meetings	
10:00	Lights Out Bed Check	

Day 9 - Thursday, August 13

7:30 a.m.	Bell	
7:45	Cabin Clean-up	
8:00 - 8:15	Breakfast	Explorer Field
8:30	PLS Marathon	Explorer Field
10:00 - 12:00	Choice of Activities: Swimming - Squaw Bay Canoeing - Squaw Bay Crafts - Craft Shop High Ropes - Explorer Field Basketball - Courts Soccer - Explorer Field	
12:00 p.m.	Lunch	Eating Lodge
12:45 - 1:30	Rest and Reading	Cabins
1:30	All Conference Meeting All Conference Service Project	Council Circle Baldy Dune
4:00 - 6:00	Choice of Activities (Same as Morning) Banquet Preparation	
6:00 - 7:30	Banquet	
7:30	Closing Ceremonies	Council Circle
9:00	Snack	
9:30	Bell Cabin Meetings	
10:00	Lights Out Bed Check	

Day 10 - Friday, August 14

7:00	Bell Pack Cabin Clean-up BEFORE COMING TO BREAKFAST, be sure to do the following: 1. Set all your luggage out in the central spot in the bay area where you picked it up on arrival. 2. Clear the clothes lines. 3. Pick up all litter in the area. 4. Sweep the cabin clean. 5. Leave the flaps down 6. Return blankets and pillows 7. Pick up valuables at office	
8:00	Staff/Teacher Meeting	Blazer Bldg.

Day 10 Continued

8:30	Breakfast	Eating Lodge
9:30	Pictures Closing Talk	Council Circle
11:00	Elementary students depart (Sack lunches on board bus)	
12:00 p.m.	Lunch - Seniors and Staff	Eating Lodge
1:00	Seniors Meeting Introduction to Pursuits of Excellence --an all-conference overnight Sign-up Schedule to be arranged	Council Circle
3:00	Depart on Pursuits of Excellence	
	Sleep-out on Sites	
6:00	Supper (Remaining Staff)	Eating Lodge

Day 11 - Saturday, August 15

6:30 a.m.	Bell Pack Clean-up cabin - (See directions on Friday, 7 a.m. schedule)	
7:30	Resource Staff Meeting	Blazer Bldg.
8:00	Breakfast Post-test	Eating Lodge
9:30	Seniors Debriefing	Stonyview
11:00	Seniors Depart	
12:00	Staff Lunch	Eating Lodge
	Staff Debriefing	Blazer Bldg.
2:00	Staff Departs	

Appendix B:

Evaluation Instruments

[illegible] QUESTIONNAIRE

[illegible] CENTER FOR YOUTH DEVELOPMENT & RESEARCH
UNIVERSITY OF MINNESOTA
ST. PAUL, MINNESOTA

GENERAL INSTRUCTIONS:

WE ARE ASKING FOR YOUR HELP IN A STUDY OF PROJECT LEADERSHIP-SERVICE. YOUR ANSWERS WILL BE VERY VALUABLE FOR UNDERSTANDING WHAT STUDENTS GET OUT OF IT. THIS INFORMATION WILL BE USED TO IMPROVE AND STRENGTHEN THE PROGRAM.

PLEASE REMEMBER THAT THE FOLLOWING QUESTIONS HAVE NO RIGHT OR WRONG ANSWERS. WE ARE ONLY INTERESTED IN YOUR HONEST REACTIONS. PLEASE IGNORE THE NUMBERS IN PARENTHESIS NEXT TO THE ANSWER BLANKS - - THEY ARE THERE TO HELP US.

INSTRUCTION FOR SECRET CODE NUMBER:

YOUR RESPONSES WILL BE HELD IN STRICTEST CONFIDENCE. TO MAKE SURE THAT NO ONE KNOWS WHO FILLED OUT THIS QUESTIONNAIRE AND TO BE ABLE TO MATCH YOUR ANSWERS TO ANOTHER QUESTIONNAIRE YOU WILL TAKE LATER, WE WANT TO USE THE FOLLOWING SECRET CODE:

1) WRITE YOUR BIRTHDATE IN NUMBERS IN THE SPACE BELOW. FOR EXAMPLE, IF YOU WERE BORN ON MAY 9, 1963, YOU WOULD WRITE:
0 5 / 0 9 / 6 3
MONTH DAY YEAR

MONTH__ / DAY__ / YEAR__ (1-6)

2) WRITE YOUR INITIALS IN THE BOXES BELOW:

FIRST LETTER OF YOUR FIRST NAME: ☐ (7-8)

FIRST LETTER OF YOUR LAST NAME: ☐ (9-10)

3) TODAY'S DATE: MONTH__ / DAY__ / YEAR__ (11-16)

PRETEST

QUESTIONNAIRE ONE

INSTRUCTIONS

Please indicate your opinion of what can be done about the following issues by circling the appropriate number from 1 (a great deal) to 4 (nothing).

A. In general, do you think that the individual citizen can do a great deal, a moderate amount, very little, or nothing at all about the following matters?

	A Great Deal	Moderate Amount	Very Little	Nothing	
1. Prevent war	1	2	3	4	(17)
2. Reduce delinquency	1	2	3	4	(18)
3. Improve the energy situation	1	2	3	4	(19)
4. Reduce poverty	1	2	3	4	(20)
5. Improve race relations	1	2	3	4	(21)
6. Improve the environment	1	2	3	4	(22)

B. How about groups of people, or organizations, or clubs? Can they do a great deal, a moderate amount, very little, or nothing at all about these matters?

	A Great Deal	Moderate Amount	Very Little	Nothing	
7. Prevent war	1	2	3	4	(23)
8. Reduce delinquency	1	2	3	4	(24)
9. Improve the energy situation	1	2	3	4	(25)
10. Reduce poverty	1	2	3	4	(26)
11. Improve race relations	1	2	3	4	(27)
12. Improve the environment	1	2	3	4	(28)

QUESTIONNAIRE TWO

INSTRUCTIONS

A. Look at the sample question below, but don't answer it until you have very carefully read the instructions below.

Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me
☐	☐	Some teenagers worry about school grades	-BUT-	Other teenagers don't seem to worry about school grades	☐	☐

B. To answer these questions, there are two steps.

1) First, decide whether YOU are more like the teenagers on the left side who worry about school grades OR the teenagers on the right side who don't seem to worry about school grades. Don't mark anything down yet, but first decide which type of teenager is most like you and go to that side.

2) Second, now that you have decided which side is most like you, decide whether that is almost always true for you or sometimes true for you. If it's only sometimes true, then put an X in the box under sometimes true, if it's almost always true for you, then put an X in the box under almost always true.

C. Now continue to do the numbers below. For each number, you only check one box.

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
1.	☐	☐	Some teenagers feel bad when they let people down who depend on them.	-BUT-	Other teenagers don't let it bother them that much.	☐	☐	(32)
2.	☐	☐	Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves	-BUT-	Other teenagers think that everyone should just take care of themselves.	☐	☐	(33)
3.	☐	☐	Some teenagers are interested in doing something about school problems	-BUT-	Other teenagers don't really care to get involved in school problems.	☐	☐	(34)
4.	☐	☐	Some teenagers let others do most of the work in a group	-BUT-	Other teenagers help in a group all they can.	☐	☐	(35)
5.	☐	☐	Some teenagers seem to find time to work on other people's problems	-BUT-	Other teenagers find taking care of their own problems more than enough to do.	☐	☐	(36)

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
6.	☐	☐	Some teenagers are interested in what other students in class have to say	- BUT -	Other teenagers don't care that much about what other students say.	☐	☐ (37)
7.	☐	☐	Some teenagers are interested in doing something about problems in the community.	- BUT -	Other teenagers are not that interested in working on problems in the community.	☐	☐ (38)
8.	☐	☐	Some teenagers carefully prepare for community and school assignments	- BUT -	Otner teenagers usually don't prepare that much.	☐	☐ (39)
9.	☐	☐	Some teenagers would rather not present ideas in a group discussion	- BUT -	Other teenagers feel comfortable in presenting ideas in a group discussion	☐	☐ (40)
10.	☐	☐	Some teenagers let others know when they can't keep an appointment	- BUT -	Other teenagers don't call ahead when they can't make it.	☐	☐ (41)
11.	☐	☐	Some teenagers think people should only help people they know - like close friends and relatives	- BUT -	Other teenagers think people should help people in general whether they know them personally or not.	☐	☐ (42)
12.	☐	☐	For some teenagers, it seems too difficult to keep commitments	- BUT -	Other teenagers somehow manage to keep commitments.	☐	☐ (43)
13.	☐	☐	Some teenagers' ideas are almost always listened to in a group	- BUT -	Other teenagers have a hard time getting the group to pay attention to their suggestions.	☐	☐ (44)
14.	☐	☐	Some teenagers don't think they have much say about what happens to them	- BUT -	Other teenagers think they can pretty much control what will happen to their lives.	☐	☐ (45)
15.	☐	☐	Some teenagers don't think it makes much sense to help others unless you get paid for it	- BUT -	Other teenagers think you should help others even if you don't get paid for it.	☐	☐ (46)
16.	☐	☐	Some teenagers are good at helping people	- BUT -	Other teenagers don't see helping others as one of their strong points.	☐	☐ (47)
17.	☐	☐	Some teenagers feel obligated to carry out tasks assigned to them by the group	- BUT -	Other teenagers don't feel that bound by group decisions.	☐	☐ (48)

	ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
18.	☐	☐	Some teenagers think when good things happen it's because of something they did	-BUT-	For others, there seems to be no reasons--it's just luck when things go well.	☐	☐ (49)
19.	☐	☐	Some teenagers prefer to have someone clearly lay out their assignments	-BUT-	Other teenagers prefer to make up their own lists of things to do.	☐	☐ (50)
20.	☐	☐	Some teenagers aren't that worried about finishing jobs they promised they would do	-BUT-	Other teenagers would feel really bad about it.	☐	☐ (51)
21.	☐	☐	Some teenagers think they are able to help solve problems in the community	-BUT-	Other teenagers don't think they can do anything about them because a few powerful people decide everything.	☐	☐ (52)

QUESTIONNAIRE THREE

INSTRUCTIONS:
Read the sentences below and mark an "X" in the box that best describes you.

		very often	fairly often	some-times	once in a great while	practically never	
1.	How often do you worry about whether other people like to be with you?	☐	☐	☐	☐	☐	(53
2.	How often do you feel sure of yourself among strangers?	☐	☐	☐	☐	☐	(54
3.	How often do you feel confident that someday people you know will look up to you and respect you?	☐	☐	☐	☐	☐	(55
4.	How often do you feel self-conscious?	☐	☐	☐	☐	☐	(56
5.	How often do you feel that you have handled yourself well at a party?	☐	☐	☐	☐	☐	(57
6.	How often are you comfortable when starting a conversation with people when you don't know?	☐	☐	☐	☐	☐	(58

		very often	fairly often	some-times	once in a great while	practically never	
7.	How often are you troubled with shyness?	☐	☐	☐	☐	☐	(59)
8.	When you speak in a class discussion, how often do you feel sure of yourself?	☐	☐	☐	☐	☐	(60)
9.	When you have to talk in front of a class or group of your own age, how often are you pleased with your performance?	☐	☐	☐	☐	☐	(61)
10.	How often do you worry about how well you get along with other people?	☐	☐	☐	☐	☐	(62)

QUESTIONNAIRE FOUR

INSTRUCTIONS:

For each of the statements below, circle the number that best states your opinion on a scale of 1 (Agree very much) to 6 (Disagree very much).

		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much	
1.	It is possible to get ahead in this world without taking advantage of people.	1	2	3	4	5	6	(63)
2.	Almost any job that can be done by a committee can be done better by having one individual responsible for it.	1	2	3	4	5	6	(64)
3.	What this country needs more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.	1	2	3	4	5	6	(65)
4.	To really accomplish something it is essential that teachers or bosses outline in detail what is to be done and how to go about it.	1	2	3	4	5	6	(66)
5.	In getting to be the leader of a group, it is necessary to exaggerate one's abilities or personal qualities.	1	2	3	4	5	6	(67)

						Disagree a little	Disagree pretty much	Disagree very much	
6.	Usually it is possible for all members of a group to have an equal say in the decisions or activities of the group.	1	2	3	4	5	6	(68)
7.	It is not always wise to try to be consistent with one's ideals in everyday situations.	1	2	3	4	5	6	(69)
8.	It is more important for a leader to get the job done than to worry about everyone's feelings.	1	2	3	4	5	6	(70)
9.	In case of disagreement within a group the judgment of the leader should be final.	1	2	3	4	5	6	(71)

QUESTIONNAIRE FIVE

INSTRUCTIONS:

Here is how you are to mark this questionnaire. There are seven positions between each pair of words. If you feel the kind of person or idea is very closely related to one end of the scale, place your check mark next to that word (e.g. Hot: X : : : : Cold). If you feel the idea or person is closely related to one end of the scale (but not extremely), place your check mark as follows: HOT: :X: : : : :Cold. If the idea or person seems only slightly related to one side as opposed to the other (but not really neutral) place your check mark as follows: Hot: : : : : X: : :Cold.

BEING ACTIVE IN YOUR COMMUNITY

		(1)	(2)	(3)	(4)	(5)	(6)	(7)		
1.	Smart	:	:	:	:	:	:	:	:Dumb	(11)
2.	Unusual	:	:	:	:	:	:	:	:Usual	(12)
3.	Youthful	:	:	:	:	:	:	:	:Mature	(13)
4.	Easy	:	:	:	:	:	:	:	:Difficult	(14)
5.	Important	:	:	:	:	:	:	:	:Unimportant	(15)
6.	Boring	:	:	:	:	:	:	:	:Interesting	(16)
7.	Modern	:	:	:	:	:	:	:	:Old-Fashioned	(17)
8.	Selfish	:	:	:	:	:	:	:	:Unselfish	(18)
9.	Useless	:	:	:	:	:	:	:	:Useful	(19)
10.	Honest	:	:	:	:	:	:	:	:Dishonest	(20)
11.	Something I will do	:	:	:	:	:	:	:	:Something I won't do	(21)

CONFERENCE QUESTIONNAIRE

CENTER FOR YOUTH DEVELOPMENT & RESEARCH
UNIVERSITY OF MINNESOTA
ST. PAUL, MINNESOTA

GENERAL INSTRUCTIONS:

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MONTH DAY YEAR

_ _/ _ _/ _ _ (1 - 6)
MONTH DAY YEAR

2) WRITE YOUR INITIALS IN THE BOXES BELOW:

FIRST LETTER OF YOUR FIRST NAME: ☐ (7 - 8)

FIRST LETTER OF YOUR LAST NAME: ☐ (9 - 10)

3) TODAY'S DATE: _ _/ _ _/ _ _ (11 - 16)
MONTH DAY YEAR

POSTTEST

QUESTIONNAIRE ONE

INSTRUCTIONS

Please indicate your opinion of what can be done about the following issues by circling the appropriate number from 1 (a great deal) to 4 (nothing).

A. In general, do you think that the individual citizen can do a great deal, a moderate amount, very little, or nothing at all about the following matters?

		A Great Deal	Moderate Amount	Very Little	Nothing	
1.	Prevent war	1	2	3	4	(17)
2.	Reduce delinquency	1	2	3	4	(18)
3.	Improve the energy situation	1	2	3	4	(19)
4.	Reduce poverty	1	2	3	4	(20)
5.	Improve race relations	1	2	3	4	(21)
6.	Improve the environment	1	2	3	4	(22)

B. How about groups of people, or organizations, or clubs? Can they do a great deal, a moderate amount, very little, or nothing at all about these matters?

		A Great Deal	Moderate Amount	Very Little	Nothing	
7.	Prevent war	1	2	3	4	(23)
8.	Reduce delinquency	1	2	3	4	(24)
9.	Improve the energy situation	1	2	3	4	(25)
10.	Reduce poverty	1	2	3	4	(26)
11.	Improve race relations	1	2	3	4	(27)
12.	Improve the environment	1	2	3	4	(28)

* * * *

QUESTIONS ABOUT PLS

1. One year from now, when you look back at this experience, what do you think will stand out in your mind as the most valuable part of it? (29-30)

2. Do you think your experiences at this camp will make you more effective as a leader?

_____ Yes very much _____ Yes quite a bit _____ Perhaps but not too much _____ No not at all (31)

QUESTIONNAIRE TWO

INSTRUCTIONS

A. Look at the sample question below, but don't answer it until you have very carefully read the instructions below.

Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me
☐	☐	Some teenagers worry about school grades	-BUT-	Other teenagers don't seem to worry about school grades.	☐ ☐

B. To answer these questions, there are two steps.

1) First, decide whether YOU are more like the teenagers on the left side who worry about school grades OR the teenagers on the right side who don't seem to worry about school grades. Don't mark anything down yet, but first decide which type of teenager is most like you and go to that side.

2) Second, now that you have decided which side is most like you, decide whether that is almost always true for you or sometimes true for you. If it's only sometimes true, then put an X in the box under sometimes true, if it's almost always true for you, then put an X in the box under almost always true.

C. Now continue to do the numbers below. For each number, you only check one box.

	Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me	
1.	☐	☐	Some teenagers feel bad when they let people down who depend on them	- BUT -	Other teenagers don't let it bother them that much.	☐ ☐	(32)
2.	☐	☐	Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves	- BUT -	Other teenagers think that everyone should just take care of themselves.	☐ ☐	(33)
3.	☐	☐	Some teenagers are interested in doing something about school problems	- BUT -	Other teenagers don't really care to get involved in school problems.	☐ ☐	(34)
4.	☐	☐	Some teenagers let others do most of the work in a group	- BUT -	Other teenagers help in a group all they can.	☐ ☐	(35)
5.	☐	☐	Some teenagers seem to find time to work on other people's problems	- BUT -	Other teenagers find taking care of their own problems more than enough to do.	☐ ☐	(36)
6.	☐	☐	Some teenagers are interested in what other students in class have to say	-BUT-	Other teenagers don't care that much about what other students say.	☐ ☐	(37)

	Almost Always True For Me	Sometimes True For Me			Sometimes True For Me	Almost Always True For Me	
7.	☐	☐	Some teenagers are interested in doing something about problems in the community	- BUT -	Other teenagers are not that interested in working on problems in the community.	☐	☐ (38)
8.	☐	☐	Some teenagers carefully prepare for community and school assignments	- BUT -	Other teenagers usually don't prepare that much.	☐	☐ (39)
9.	☐	☐	Some teenagers would rather not present ideas in a group discussion	- BUT -	Other teenagers feel comfortable in presenting ideas in a group discussion.	☐	☐ (40)
10.	☐	☐	Some teenagers let others know when they can't keep an appointment	- BUT -	Other teenagers don't call ahead when they can't make it.	☐	☐ (41)
11.	☐	☐	Some teenagers think people should only help people they know-like close friends and relatives	- BUT -	Other teenagers think people should help people in general whether they know them personally or not.	☐	☐ (42)
12.	☐	☐	For some teenagers, it seems too difficult to keep commitments	- BUT -	Other teenagers somehow manage to keep commitments.	☐	☐ (43
13.	☐	☐	Some teenagers' ideas are almost always listened to in a group	- BUT -	Other teenagers have a hard time getting the group to pay attention to their suggestions.	☐	☐ (44
14.	☐	☐	Some teenagers don't think they have much say about what happens to them	- BUT -	Other teenagers think they can pretty much control what will happen to their lives.	☐	☐ (45
15.	☐	☐	Some teenagers don't think it makes much sense to help others unless you get paid for it	- BUT-	Other teenagers think you should help others even if you don't get paid for it.	☐	☐ (46
16.	☐	☐	Some teenagers are good at helping people	-BUT-	Other teenagers don't see helping others as one of their strong points.	☐	☐ (47
17.	☐	☐	Some teenagers feel obligated to carry out tasks assigned to them by the group	-BUT-	Other teenagers don't feel that bound by group decisions.	☐	☐ (48
18.	☐	☐	Some teenagers think when good things happen it's because of something they did	-BUT-	For others, there seems to be no reasons-- it's just luck when things go well.	☐	☐ (49

	Almost Always True For Me	Some-times True For Me			Some-times True For Me	Almost Always True For Me	
19.	☐	☐	Some teenagers prefer to have someone clearly lay out their assignments	- BUT -	Other teenagers prefer to make up their own lists of things to do.	☐	☐ (50)
20.	☐	☐	Some teenagers aren't that worried about finishing jobs they promised they would do	- BUT -	Other teenagers would feel really bad about it.	☐	☐ (51)
21.	☐	☐	Some teenagers think they are able to help solve problems in the community	-BUT-	Other teenagers don't think they can do anything about them because a few powerful people decide everything.	☐	☐ (52)

QUESTIONNAIRE THREE

INSTRUCTIONS:
Read the sentences below and mark an "X" in the box that best describes you.

		Very Often	Fairly Often	Some-times	Once in a Great While	Practically never	
1.	How often do you worry about whether other people like to be with you?	☐	☐	☐	☐	☐	(53)
2.	How often do you feel sure of yourself among strangers?	☐	☐	☐	☐	☐	(54)
3.	How often do you feel confident that someday people you know will look up to you and respect you?	☐	☐	☐	☐	☐	(55)
4.	How often do you feel self-conscious?	☐	☐	☐	☐	☐	(56)
5.	How often do you feel that you have handled yourself well at a party?	☐	☐	☐	☐	☐	(57)
6.	How often are you comfortable when starting a conversation with people whom you don't know?	☐	☐	☐	☐	☐	(58)
7.	How often are you troubled by shyness?	☐	☐	☐	☐	☐	(59)

		Very Often	Fairly Often	Some-times	Once in a Great While	Practically never	
8.	When you speak in a class discussion, how often do you feel sure of yourself?	☐	☐	☐	☐	☐	(60)
9.	When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?	☐	☐	☐	☐	☐	(61)
10.	How often do you worry about how well you get along with other people?	☐	☐	☐	☐	☐	(62)

QUESTIONNAIRE FOUR

INSTRUCTIONS:
For each of the statements below, circle the number that best states your opinion on a scale of 1 (Agree very much) to 6 (Disagree very much).

		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much	
1.	It is possible to get ahead in this world without taking advantage of people.	1	2	3	4	5	6	(63)
2.	Almost any job that can be done by a committee can be done better by having one individual responsible for it.	1	2	3	4	5	6	(64)
3.	What this country needs more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.	1	2	3	4	5	6	(65)
4.	To really accomplish something it is essential that teachers or bosses outline in detail what is to be done and how to go about it.	1	2	3	4	5	6	(66)
5.	In getting to be the leader of a group, it is necessary to exaggerate one's abilities or personal qualities.	1	2	3	4	5	6	(67)

		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much	
6.	Usually it is possible for all members of a group to have an equal say in the decisions or activities of the group.	1	2	3	4	5	6	(68)
7.	It is not always wise to try to be consistent with one's ideals in everyday situations.	1	2	3	4	5	6	(69)
8.	It is more important for a leader to get the job done than to worry about everyone's feelings.	1	2	3	4	5	6	(70)
9.	In case of disagreement within a group the judgment of the leader should be final.	1	2	3	4	5	6	(71)

QUESTIONNAIRE FIVE

INSTRUCTIONS:

Here is how you are to mark this questionnaire. There are seven positions between each pair of words. If you feel the kind of person or idea is very closely related to one end of the scale, place your check mark next to that word (e.g. Hot: X: : : : : Cold). If you feel the idea or person is closely related to one end of the scale (but not extremely), place your check mark as follows: Hot: :X : : : : :Cold. If the idea or person seems only slightly related to one side as opposed to the other (but not really neutral) place your check mark as follows: Hot: : : : : X: : :Cold.

BEING ACTIVE IN YOUR COMMUNITY

		(1)	(2)	(3)	(4)	(5)	(6)	(7)		
1.	Smart	:	:	:	:	:	:	:	:Dumb	(11)
2.	Unusual	:	:	:	:	:	:	:	:Usual	(12)
3.	Youthful	:	:	:	:	:	:	:	:Mature	(13)
4.	Easy	:	:	:	:	:	:	:	:Difficult	(14)
5.	Important	:	:	:	:	:	:	:	:Unimportant	(15)
6.	Boring	:	:	:	:	:	:	:	:Interesting	(16)
7.	Modern	:	:	:	:	:	:	:	:Old-Fashioned	(17)
8.	Selfish	:	:	:	:	:	:	:	:Unselfish	(18)
9.	Useless	:	:	:	:	:	:	:	:Useful	(19)
10.	Honest	:	:	:	:	:	:	:	:Dishonest	(20)
11.	Something I	:	:	:	:	:	:	:	:Something I	(21)

QUESTIONNAIRE SIX

A. Please evaluate the following conference components on a scale of 1-5 according to how effective each was in meeting objectives of this conference.

5 - very effective
4 - somewhat effective
3 - no opinion
2 - not too effective
1 - not effective at all

1. ___Orientation to sixth graders (in general) (22)
   Please rate individual orientation/training seminars:
   a. ___Teaching language arts (23)
   b. ___World of the 6th grader (24)
   c. ___Teaching small group problem solving (ropes course) (25)
   d. ___Teaching water skills (26)

2. ___Learning groups (in general) (27)
   Please rate individual learning groups:
   a. ___Service Learning/Citizenship Education (28)
   b. ___Communication Skills/Expression/Music (29)
   c. ___Creativity/Crafts/Art (30)
   d. ___Dimensions of Leadership (31)

3. ___Resource staff show (32)
4. ___Use of Sneaker Man (33)
5. ___High ropes course (34)
6. ___Team ropes course (35)
7. ___Nighttime activities (square dance, cookout, skits) (36)
8. ___Mini-Marathon (37)
9. ___Baldy Candlelight (38)
10. ___Final day synthesis (39)

B.

1. Everyone has met some friendly people here, but did you make any close friend(s) here who will probably take the trouble to keep in touch with you after PLS ends?

   ___YES(1) ___NO(2) (40)

2. According to your personal standards, how would you rate your overall performance during these ten days?

   ___Excellent(1) ___Very Good(2) ___Good(3) ___Fair(4) ___Poor(5) (41)

3. In the daily routine here, do you think there was:

   ___Enough Freedom(1) ___Too much Freedom(2) ___Not enough Freedom(3) (42)

4. All things considered, how do you rate the quality of the 1981 Project Leadership-Service Conference?

   ___Excellent(1) ___Very Good(2) ___Good (3) ___Fair(4) ___Poor(5) (43)

QUESTIONNAIRE SEVEN

A. Circle the number (1-5) that corresponds with your feelings about the following statements.

5 - agree strongly
4 - agree somewhat
3 - neutral
2 - disagree somewhat
1 - disagree strongly

	Strongly Disagree				Strongly Agree	
1. Before I arrived, the information I received helped me prepare for camp.	1	2	3	4	5	(44)
2. The hike in from the bus and the night activities introduced me to camp life.	1	2	3	4	5	(45)
3. The training seminars gave me reliable information that helped me understand sixth graders.	1	2	3	4	5	(46)
4. I better understood the role of cabin leaders after the seminars.	1	2	3	4	5	(47)
5. I know more about myself and my abilities as a result of camp.	1	2	3	4	5	(48)
6. The staff exemplified the idea of "leadership as service."	1	2	3	4	5	(49)
7. I was available when my sixth graders needed me.	1	2	3	4	5	(50)
8. I was effective when dealing with my students' problems.	1	2	3	4	5	(51)
9. I felt capable when dealing with discipline for my students.	1	2	3	4	5	(52)
10. I was happy with the experience of working with sixth graders.	1	2	3	4	5	(53)

B. In numbers 11-17 answer the questions as completely as possible.

11. What was the most important experience you had and why?

12. If you were planning this experience for next year, what would you change?

13. Do you think this camp has helped you become a better person? How?

14. How did the outdoor activities affect you?

15. Would you recommend this conference to your friends in the junior class? If so, why? If not, why not?

16. Comment on any aspect of your relationship with the sixth graders.

17. Do you have other comments about your Miniwanca experience?

Use the back as needed.

CHALLENGES OF THE PLS - 1981

Challenges were an important part of this conference. Challenges should elicit responses. How have you responded?

The Conference

Helped me to understand that _____

_____

_____

Showed me that sixth graders _____

_____

_____

Made me want to _____

_____

_____

Made me wish I could _____

_____

_____

Made me decide to learn (develop) _____

_____

_____

Made me think about _____

_____

_____

Made me promise myself that I would _____

_____

_____

Helped me get this new idea about myself: _____

_____

_____

SIGNS OF PSYCHOLOGICAL HEALTH AND MATURITY

The following is a list of characteristics that most people would agree are good to have.* They also represent personal traits which may have been affected by your participation in this program. Please read each item in the list. Then ask yourself whether your experiences in this program have helped you grow in that respect. Then circle the appropriate number.

MY EXPERIENCES IN THIS PROGRAM HAD SOME IMPACT ON MY:	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
SELF ESTEEM					
1. SEES SELF AS AT LEAST AS LIKABLE AND CAPABLE AS MOST PEOPLE	1	2	3	4	5
SELF UNDERSTANDING					
2. HAS AN ACCURATE SENSE OF WHAT S/HE CAN DO WELL AND CAN'T DO WELL (doesn't put self down or feel need to boast)	1	2	3	4	5
3. HAS INSIGHT INTO WHAT MAKES HIM/HER TICK (in most situations has some idea why s/he acts or feels as s/he does)	1	2	3	4	5
INDEPENDENCE, AUTONOME					
4. AWARE OF IMPRESSIONS S/HE MAKES ON OTHERS BUT NOT PRE-OCCUPIED WITH WHAT OTHERS THINK (aware that usually no one is noticing at all)	1	2	3	4	5
5. HAS CONSCIOUS SET OF PERSONAL VALUES AND BELIEFS (made some judgments about what s/he stands for, likes and hates, wants to do, what's important, etc.)	1	2	3	4	5
6. TAKES RESPONSIBILITY FOR, ACCEPTS CONSEQUENCES OF OWN ACTIONS (self-motivated; doesn't always rely on or blame others)	1	2	3	4	5

*Focus on, and use your imagination in applying, the numbered characteristics. The phrases in parenthesis can only suggest part of the meaning of each item.

	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
7. IS ASSERTIVE AND INDEPENDENT WHEN SITUATION CALLS FOR IT (enough confidence in own ideas and judgments to express or act on them)	1	2	3	4	5
OPENNESS AND CHANGE					
8. IS OPEN TO NEW EXPERIENCES (willing to try things s/he hasn't done before; extend and deepen old interests)	1	2	3	4	5
9. RISKS INTERACTING WITH OTHERS (risks meeting new people; being open, genuine with others--even to disagree)	1	2	3	4	5
10. OPEN TO NEW IDEAS AND SUGGESTIONS (can listen to and evaluate them without feeling defensive or making excuses)	1	2	3	4	5
SPONTANEITY, ALIVENESS					
11. HAS A WARM SENSE OF HUMOR (not "put downs" at expense of others; can laugh at his/herself; brings happiness not embarrassment)	1	2	3	4	5
12. HAS MOMENTS OF INTENSE JOY AND SATISFACTION (moments of deep personal meaning)	1	2	3	4	5
13. APPROACHES LIFE WITH SENSE OF DISCOVERY (seldom bored, in almost any setting finds something interesting to do, look at, think about)	1	2	3	4	5
APPRECIATION OF AND CONCERN FOR OTHERS					
14. RECOGNIZES AND VALUES THE UNIQUENESS OF INDIVIDUALS (appreciation of people in fresh, not stereotyped or labelling ways; understands before judging)	1	2	3	4	5
15. ENJOYS AND IS ABLE TO WORK AND LIVE WITH PEOPLE DIFFERENT FROM HIM/HERSELF (in age, sex, race, income, life style, etc.)	1	2	3	4	5

	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
16. CAPABLE OF LOVE, OF DEEP INVOLVEMENT WITH ANOTHER PERSON (respect, care for, know, trust another; more concerned to love than be loved)	1	2	3	4	5
17. TREATS OTHER IN A HUMANE MANNER (compliments others; helps them succeed; avoids demeaning words and actions; cares for others who need help)	1	2	3	4	5
ACCOMPLISHMENT					
18. ABLE TO SOLVE PROBLEMS CREATIVELY (focus on the main goal and can think of several ways to achieve it; can then decide what to do)	1	2	3	4	5
19. GETS THINGS DONE, IS PRODUCTIVE (can stick with difficult, sometimes tedious tasks to the end; knows also when it's not worth doing so)	1	2	3	4	5
UNDERSTANDING OF REALITY					
20. IS TOLERANT OF AMBIGUITY (doesn't need, or expect, everything to be spelled out exactly)	1	2	3	4	5
21. ABLE TO LEARN FROM DISAPPOINTMENT AND FAILURE (knows things don't always turn out right; that When things go wrong it's not necessarily due to a personal failure or to someone else's incompetence or indifference)	1	2	3	4	5
PURPOSE					
22. HAS A SENSE OF DOING SOMETHING WORTHWHILE (making a contribution, being a useful person; that it is more important to deserve recognition and rewards than to actually receive them)	1	2	3	4	5

PROJECT LEADERSHIP-SERVICE 1981: SIXTH GRADER PRE-QUESTIONNAIRE

SCHOOL_____ MONTH OF BIRTH_____ CIRCLE ONE: boy girl

FIRST INITIAL_____ LAST INITIAL_____ (_ _ _ _ _ _ _ _) (1-8)

Circle the answer that describes how you feel about each statement.

YES! = strongly agree
YES = agree, but not strongly
SOMETIMES = partly agree or not sure
NO = disagree, but not strongly
NO! = strongly disagree

1.	Reading stories is fun.	NO!	no	sometimes	yes	YES! (9)
2.	I like to share stories with other people.	NO!	no	sometimes	yes	YES! (10
3.	Water sports are boring.	NO!	no	sometimes	yes	YES! (11
4.	I like to meet people who are different from me.	NO!	no	sometimes	yes	YES! (12
5.	I enjoy being a leader.	NO!	no	sometimes	yes	YES! (13
6.	Reading is something I can do without.	NO!	no	sometimes	yes	YES! (14
7.	Jogging is boring.	NO!	no	sometimes	yes	YES! (15
8.	I like to meet new friends.	NO!	no	sometimes	yes	YES! (16
9.	I like to exercise.	NO!	no	sometimes	yes	YES! (17
10.	I like to work in groups.	NO!	no	sometimes	yes	YES! (18
11.	Reading is dull.	NO!	no	sometimes	yes	YES! (19
12.	Reading is rewarding to me.	NO!	no	sometimes	yes	YES! (20
13.	I like to study nature.	NO!	no	sometimes	yes	YES! (21
14.	I like to read about camping.	NO!	no	sometimes	yes	YES! (22
15.	I like to hike outdoors.	NO!	no	sometimes	yes	YES! (23

16. Have you ever seen Lake Michigan before coming to camp? ____yes ____no (24
When you think of Lake Michigan, what one word comes to mind? _____

17. How did your high school leader contact you before camp? (check all that apply) (25-28

____ by phone ____ at your home ____by going to a museum, ball game, etc.

____ other ____ no contact

PROJECT LEADERSHIP-SERVICE 1981: SIXTH GRADER POST-QUESTIONNAIRE

SCHOOL_____ MONTH OF BIRTH_____ CIRCLE ONE: boy girl

FIRST INITIAL_____ LAST INITIAL_____ (_ _ _ _ _ _ _ _) (31-38)

Circle the answer that describes how you feel about each statement.

YES! = strongly agree
YES = agree, but not strongly
SOMETIMES = partly agree or not sure
NO = disagree, but not strongly
NO! = strongly disagree

1.	Reading stories is fun.	NO!	no	sometimes	yes	YES!	(39)
2.	I like to share stories with other people.	NO!	no	sometimes	yes	YES!	(40)
3.	Water sports are boring.	NO!	no	sometimes	yes	YES!	(41)
4.	I like to meet people who are different from me.	NO!	no	sometimes	yes	YES!	(42)
5.	I enjoy being a leader.	NO!	no	sometimes	yes	YES!	(43)
6.	Reading is something I can do without.	NO!	no	sometimes	yes	YES!	(44)
7.	Jogging is boring.	NO!	no	sometimes	yes	YES!	(45)
8.	I like to meet new friends.	NO!	no	sometimes	yes	YES!	(46)
9.	I like to exercise.	NO!	no	sometimes	yes	YES!	(47)
10.	I like to work in groups	NO!	no	sometimes	yes	YES!	(48)
11.	Reading is dull.	NO!	no	sometimes	yes	YES!	(49)
12.	Reading is rewarding to me.	NO!	no	sometimes	yes	YES!	(50)
13.	I like to study nature.	NO!	no	sometimes	yes	YES!	(51)
14.	I like to read about camping.	NO!	no	sometimes	yes	YES!	(52)
15.	I like to hike outdoors.	NO!	no	sometimes	yes	YES!	(53)

(over)

Please circle your answer to these questions about your experience at camp.

16.	I felt welcomed when I arrived.	NO!	no	sometimes	yes	YES!	(54)
17.	My leader was someone I could always turn to for help.	NO!	no	sometimes	yes	YES!	(55)
18.	My cabin was comfortable.	NO!	no	sometimes	yes	YES!	(56)
19.	I enjoyed the food.	NO!	no	sometimes	yes	YES!	(57)
20.	There was plenty of food.	NO!	no	sometimes	yes	YES!	(58)
21.	I enjoyed reading Sneaker Man.	NO!	no	sometimes	yes	YES!	(59)
22.	I learned something in the learning modules.	NO!	no	sometimes	yes	YES!	(60)
23.	I enjoyed reading in my cabin.	NO!	no	sometimes	yes	YES!	(61)
24.	I learned a lot about nature.	NO!	no	sometimes	yes	YES!	(62)
25.	This camp helped me learn to work in groups.	NO!	no	sometimes	yes	YES!	(63)
26.	I learned new water skills.	NO!	no	sometimes	yes	YES!	(64)
27.	I met new friends at camp.	NO!	no	sometimes	yes	YES!	(65)
28.	I learned a lot on Teacher Instructional Day.	NO!	no	sometimes	yes	YES!	(66)
29.	The Baldy dune project was an important part of my camp experience.	NO!	no	sometimes	yes	YES!	(67)
30.	Did you discover new topics at camp that you want to learn more about?	NO!	no	sometimes	yes	YES!	(68)

What topics?_____

31.	Would you tell your friends to come to this camp?	NO!	no	sometimes	yes	YES!	(69)

Why or why not?_____

32. What one word would you use to describe the Mini-marathon?_____

33. What one word would you use to describe the last night on Baldy?_____

34. What one word would you use to describe Miniwanca?_____

35. What other comments do you have about the camp?_____

_____

_____

PROJECT LEADERSHIP-SERVICE - 1981

TEACHER QUESTIONNAIRE

Please answer the following questions thoroughly in order to assess the 1981 conference and to improve future conferences.

1. Was the pre-conference information adequate in preparing you for the conference?

2. Please comment on the conference schedule. Consider any or all of the following: length of conference

   length of scheduled activities

   separate teacher schedule early in conference

   personal free time

3. Was the Teacher Instructional Day worthwhile? How could it be improved?

4. Were housing and food arrangements adequate? Please comment.

5. a. In your opinion, what was the most effective aspect of the conference? Why?

   b. What was the least effective aspect? Why?

(over)

Teacher Questionnaire (continued)

6. In general, did the conference meet the expectations you established for it based on information you received in Indianapolis? Where, if at all, did it fall short?

7. Has this conference improved or expanded skills which you need in classroom teaching? Please explain.

8. Did you observe attitude changes (e.g. toward leadership, toward service, toward other people) among sixth graders, seniors, teachers or staff which you attribute to the Miniwanca experience? Please explain.

9. How important is the Miniwanca site in accomplishing the purposes of the conference? What site, if any, would you recommend as an adequate substitute?

10. If this was your second or third year at PLS, do you see too much repetition in the activities? Are you still gaining from the experience?

11. What additional suggestions would you make for future conferences?

Thank you!

PROJECT LEADERSHIP-SERVICE - 1981

RESOURCE STAFF QUESTIONNAIRE

Please answer the following questions as thoroughly as possible in order to improve future conferences.

1. Was the pre-conference information adequate in preparing you for the conference?

2. Please comment on the conference schedule: Consider any or all of the following: length of your seminar or activity, personal free time, orientation to camp staff, length of conference....

3. What recommendations do you have for selection of future staff members?

(over)

Resource Staff Questionnaire (Continued)

4. In what way(s) were you most/least effective as a staff member?

5. In your opinion, what was the most/least effective aspect of the conference? Why?

6. What suggestions would you make for future conferences?

Thank you!